DOCUMENT RESUME

ED 445 556 FL 801 402

AUTHOR	Ferraro, Carole
TITLE	Job Search Workshop Curriculum.
SPONS AGENCY	Seattle-King County Private Industry Council, Seattle, WA.
PUB DATE	1998-00-00
NOTE	267p.; Prepared for the Refugee Federation Service Center, Seattle, WA.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	Adult Education; Bilingual Instructional Materials; *Class Activities; Classroom Techniques; *English (Second Language); Immigrants; *Job Search Methods; Language Minorities; Limited English Speaking; Literacy; *Vocational English (Second Language); Work Attitudes; Worksheets
IDENTIFIERS	Washington (Seattle)

ABSTRACT

This bilingual curriculum was developed by job search counselors at a Seattle nonprofit social service agency in conjunction with Washington state's welfare reform initiative, WorkFirst. The workshops were 30-hours long and were given over a 2-week period. The classes were conducted in the students' native language, as well as in English by an English-as-a-Second-Language (ESL) teacher. The units cover an entire range of work search activities as well as job retention skills and worker rights. Group work is an integral part of the job search workshop. As clients work together and share their concerns, they provide support for each other and develop team work skills that are valued by employers. The workshop is divided into 10 units, plus appendices. Covered topics include the following: an introduction to purpose, topics, and goals of the workshop; cultural differences; changes in welfare laws; the identification of job skills; a description of entry-level jobs; resources for locating job listings; job hunting; application processes; interview practice; resume writing; identifying what employers are looking for; qualities of effective workers; keeping a job; making money, benefits, workers rights, and unions; starting the new job; and changing jobs and career ladders. Useful forms are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/KFT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 445 556

JOB SEARCH WORKSHOP CURRICULUM

Prepared for the Refugee Federation Service Center with the support of the Private Industry Council

This curriculum was developed to be used by the bi-lingual Job Counselors at the Refugee Federation Service Center (RFSC) in their Job Search Workshops with refugees in conjunction with the requirements of WorkFirst. The workshops were 30 hours long and were given over a two week period; roughly 3 hrs/day for 2 weeks. The classes were given in the clients' native language. At some RFSC sites, four of these workshop days were conducted by an ESL teacher in English only.

The units cover the entire range of work search activities as well as job retention skills and workers' rights. It was intended that the counselors would use what was needed for their particular group. Since the lessons were not given in English they were not designed as ESL lessons although there is a strong language learning component throughout.

Lastly, group work is an integral part of the Job Search Workshop. As clients work together and share their concerns they provide support for each other as well as develop the team work skills that are so valued by employers.

Carole Ferraro
1998

FL801423

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Laura Burdick
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

PURPOSE OF JOB SEARCH WORKSHOP

INFORMATION

To help clients understand the rules and requirements of welfare reform.
To teach job search skills, such as how to fill out job applications, W-2 forms, etc.
To teach time management.
To teach budget management.
To explain employer and RFSC expectations.
To introduce possible jobs and help clients to be realistic.
To help clients identify their interests, skills and job preferences .
To explain the different job search methods.
To teach interview techniques.
To help clients understand how to do their individual work search and report to their counselors.
To teach how to speak and act in a group.
To explain American workplace expectations, such as, calling the employer when unable to go to work because of sickness.
To teach people how to identify and bring their skills to the American job market.

SERVICES

To inform clients about the different services available, Job Search, short term training, WEX, community service, child care, transportation, uniforms,etc.
To explain about the 50% Income Disregard.
To connect clients with different long term resources for learning English.

EMPOWERMENT

To motivate clients to be ready or prepared for an interview.
To help build self-confidence; not to feel victimized.
To help clients understand and accept changes in Workfirst; help them see that DSHS money is public/ tax-payers' money.
To help clients help each other work out solutions to their problems.
To help clients understand their own responsibilities.
To help build self-confidence and motivation by showing clients how to set goals, make a career plan, go towards self-sufficiency and independence.
To build trust among job developer, counselor and clients.
To introduce English words and phrases clients must know for work.
To help clients talk about their barriers to work and begin to look for solutions.
To provide a respectful place to learn and get along.
To bring people together to share among themselves and support each other.
To help clients learn how to use a first job as a step to a better job.
To teach self-esteem.

The outcome is to become self-sufficient!

Unit 8: **Keeping a Job**.....p.28
Communication skills:
mistakes on the job
showing that you understand: giving feedback, interrupting, asking for focused repetition, asking for meaning, checking information
make polite requests
explain absences from work
ask for a change in schedule
report a problem
Work performance evaluations

Unit 9: **Making Money; Benefits; Workers' Rights; Unions**.....p.40
Work schedules, pay, deductions, benefits
Labor unions, workers' rights, discrimination
Employment related forms:
W-4
I-9 Employment Eligibility Verification

Unit 10: **Commencement/ Beginning**.....p.46
Review the steps in a good job search
Job Search Tools Checklist - get organized
Document the job search
Changing jobs and career ladders
Certificate of completion

APPENDIX
Bibliography
Document Discrimination - *Worker Can Choose Which Documents to Show*
Entry-Level Jobs Available in the United States
Occupational Descriptions
Occupational Safety and Health - *Garment Workers Make Company Fix Problem*

Job Search Workshop

Curriculum

INDEX

Unit 1 **Why Are We Here?**.....p.1
- Introduction to the Job Search Workshop: purpose, topics, goals..
- Cultural differences
- Changes in welfare

Unit 2 **What Can I Do? What Are My Strengths and Skills?**.....p.5
- Identify: transferable skills
  - job values
  - personal qualities
  - barriers to work

Unit 3 **What Job Is For Me? Starting the Search!**.....p.8
- Entry level jobs
- Identify three job titles of interest
- Resources for locating jobs

Unit 4 **Job Hunting - How To Apply**.....p.13
- Job search activities
- How to inquire about a job and ask for an application
- Filling out job applications
- *You're Hired* video

Unit 5 **Application Process Continued**.....p.18
- Continue to practice filling out job applications.
- Participants rate each others' applications.
- Fill out a Personal Information Form
- Problem solving in the application process
- *You're Hired* video

Unit 6: **What Are They Looking For?**.....p.21
- What employers look for
- Identify personal qualities
- Resumes
- Begin interview practice

Unit 7: **Can You Do a Good Job?**.....p.26
- Qualities of effective workers
- The American work ethic
- Continued job interview practice. Participants give each other feedback.
- Practice interviews
- Interview follow-up: a thank you letter or phone call

You Can Do It!!
BETTER JOB $$
TRAINING
SCHOOL
1ST JOB $
WELFARE

Unit 1 **Why Are We Here?**

OBJECTIVES
Participants will:
- be introduced to the Job Search Workshop: purpose, topics, goals
- share and discuss ideas about culture and begin to understand cultural differences around work.
- understand and discuss changes in welfare.
- begin to identify barriers to their goals.

MATERIALS
Handouts: **Getting to Know Each Other**
Becoming Bi-Cultural
Welfare Reform
Emotions

Warm Up: Introductions

1) Facilitator introduces her/himself and describes the purpose of the Job Search Workshop as a place to learn about work: how to choose a job, how to find a job, and how to keep a job.

2) Facilitator introduces her/himself: where she/he is from, how long in Seattle, their job before, job now, number of children.

1. **Activity: Getting to Know Each Other**

Purpose: It is important that participants are able to share with each other in this workshop. Throughout the following units and activities participants should be encouraged to work together. The goal is to create a safe place for participants to express whatever they feel. And a supportive, cooperative group will be able to help each other in and out of the classroom.

Also, even though the workshop is presented bi-lingually it is very important to expect simple tasks to be carried out in English. Filling out forms and grids is also good practice for filling out work forms.

1) Participants ask each other questions and fill in a grid in groups of four. The group chooses one participant to be the writer and another to be a speaker.

2) A speaker for each group will talk about his/her group, looking for similarities and differences, using English sentences where possible.

2A. **Activity: What is culture?**

Purpose: It is important for participants to understand that they do not need to agree with and adopt everything from U.S. culture. This activity is planned to help begin the discussion that will continue throughout the remaining classes about becoming bi-cultural. This process is not easy and presents many challenges. It is the role of the facilitator to help participants talk about the process and offer encouragement. In the end people can gain a great deal as they take and build on the best of both cultures.

1) Facilitator presents these ideas to the class:

Culture is knowledge, beliefs, and behavior shared by a group of people. There are many races and cultures in America so it is not possible to say that all Americans share the same culture. America is often describes as a culture of cultures. Yet Americans themselves talk about a "mainstream", U.S. culture that is shared by a majority of Americans. Learning a new culture is hard work. Adapting to different ways of doing things can be tiring and, at times, frustrating. Just as we speak of language learning, we can also speak of culture learning. Both language learning and culture learning take time.

2) Handout: **Becoming Bi-Cultural**

Participants are asked to fill in and discuss as a group:

2B. **Activity: You Can Choose**

Purpose: To help participants understand that:

a.) they can choose which customs to adopt and add to their own culture. They can adopt some customs and behaviors for some situations only.

b.) that they are in the process of becoming bi-cultural.

1. Participants discuss these questions in groups of four.
2. Facilitator writes the responses on newsprint.

1. What customs in U.S. do you *like*?
2. What customs in U.S. make you *feel uncomfortable*?
3. What customs in U.S. do you *not understand*?
4. What customs from your country are you *proud of*?
5. What customs from your country are you *not proud of*?

3. **Discussion/ Reading:** Welfare Reform
Purpose: To help participants understand the recent past and current situation around welfare reform.

Handout: Facilitator reads and explains; participants read if they can. Participants answer some True or False questions to see if they understand.

4. **Follow-up Discussion**: Welfare: Good or Bad?
Purpose: To give participants the opportunity to give their opinions and suggestions about welfare.

Have participants discuss the pros and cons of welfare. It is important to see both sides - welfare helps people but it is only temporary. Some people may need assistance for a longer time than others. Everyone is better off if they work.

5. **Activity: Hopes and Dreams**
Purpose: To help participants express the hopes and dreams they have for themselves and their families. To encourage participants to see their current situation as an opportunity to take steps towards reaching these dreams. Stating one's dreams or desires is important in goal setting. Having a strong desire for success or reaching one's goal can help people endure difficulties. This idea needs to be repeated especially when the present task seems very difficult!

- Ask participants to answer the following questions and talk about them with a partner.
- Give out **Emotions** Handout.
- Ask for volunteers to share with the group. (Some people may be reluctant to share personal information.)

1. How did you decide to come to the Seattle area?

2. What did you expect before you came to Seattle?

3. What did you find? Were you surprised, disappointed, satisfied, happy, sad, angry? (Participants can refer to Emotion Handout to practice English.)

4. What dreams did you have for yourself and your family before you came to the U.S.?

5. Have your dreams changed? How did they change? How are they the same?

6. **Activity: When I have a job I can.....**
Purpose: To conclude the day's activities on a positive note. Participants will begin to express simple, immediate, short term goals.

Participants finish the sentence, ***"When I have a job I can ....."***.
Facilitator asks for participant responses and writes them on the board or on newsprint. This list represents a collection of all the reasons for this workshop!

Barriers: Participants may begin to talk about reasons that they cannot reach their dreams. Begin to record these barriers on a **Barriers to Employment** sheet of newsprint on the wall. These barriers will be addressed as the workshop continues.

Tomorrow: We will talk about what you already have to get a good job, what you need and what is in your way (barrier).

Getting to Know Each Other

Name	Where do you live?	How many children?	Job in your country?	Job in Seattle?	How long in Seattle?

Becoming Bi-Cultural

What do these words and ideas mean to you?

words	to you in your country?	to Americans in U.S.?	to you in U.S.?
breakfast			
a long trip			
borrowing money			
a good wife/husband			
clothes			
work			
*			
*			
*			

* Add your own words and ideas here.

BEST COPY AVAILABLE

Welfare Reform

Welfare began in the United States in the 1930's after the Great Depression. There were not many jobs and very little money. The government started helping people because millions of Americans were out of work.

Now, there are many jobs and the United States is economically very strong. The government and the American people do not want to give people money if they can work. So, on August 22, 1996 President Clinton signed the Welfare Reform Bill. $54 billion will be cut from welfare programs over six years. Before, welfare programs, called Aid to Families with Dependent Children (AFDC), was guaranteed to everyone who was eligible. The new name for welfare is Temporary Assistance to Needy Families (TANF).

The welfare reform bill says that nobody can get welfare for more than five years or 60 months in their life. The number of months will be counted from August 1, 1997. People who get welfare will be required to look for a job while they are on welfare. They will need to try to get a job, fill out job applications and send resumes. Now each state controls their own welfare programs. The welfare program in Washington State is called WorkFirst.

There are cuts in the Food Stamp and SSI programs for some people. SSI is for people who are sick or disabled. People who arrive in the United States after August 22, 1996 will not be able to get SSI benefits or Food Stamps. If a person is cut from SSI benefits, they may be able to get money from another program called GAU (General Assistance Unemployable). This is less money than SSI, about $339 a month and $215 for medical expense.

There are some exceptions to the cuts in Food Stamps and SSI. Refugees who have been the U.S. less than five years can still get Food Stamps. If a refugee or immigrant becomes a citizen, they can continue to get SSI and Food Stamps. If you have worked for more than ten years in the U.S., you can continue to get Food Stamps and SSI.

Circle (T) for True and (F) for False

1. Refugees in the U.S. three years can have Food Stamps cut. T F

2. Citizens cannot get Food Stamps cut. T F

3. People who work 8 yrs. in the U.S. can be cut from Food Stamps. T F

4. People who come to the U.S. in 1998 can get welfare. T F

5. People who are disabled can be cut form SSI. T F

6. The welfare program in Washington State is called Temporary Assistance to Needy Families (TANF) T F

Aggressive
Anxious
Arrogant
Bashful
Blissful
Bored
Confident
Curious
Determined
Disappointed
Disapproving
Enraged
Envious
Exasperated
Frightened
Frustrated
Grieving
Happy
Horrified
Hungover
Hurt
Indifference
Idiotic
Innocent
Interested
Jealous
Joyful
Lonely
Meditative
Miserable
Obstinate
Optimistic
Paranoid
Perplexed
Prudish
Puzzled
Regretful
Relieved
Sad
Satisfied
Shocked
Sheepish
Smug
Surprised
Suspicious
Sympathetic
Thoughtful
Undecided
Withdrawn

WHAT CAN

I DO??

Unit 2 **What Can I Do? What Are Skills?**

OBJECTIVES
Participants will:
- identify and speak about their transferable skills.
- identify what they want in a job, job vaues
- identify barriers to work and work together to find solutions.

MATERIALS
Handouts: **You Are Not Alone**
TRANSFERABLE SKILLS
SKILLS
WHAT I LIKE IN A JOB
Perceived Barriers to Employment
Occupational Descriptions (see Appendix)

Warm up: Read **You Are Not Alone** to participants. If possible two participants can read the dialog. Ask participants what they think Tarig will say. Ask how many participants have work experience and how many do not. Explain that those who have worked have job experience and those who have not have transferable skills that they can use on a job. This leads to Activity 1.

1. Activity: Transferable Skills
Purpose: To explain about transferable skills and to guide participants into identifying some that they can talk about. It is important that this activity result in a short list of job skills and transferable skills that each participant can talk about in simple English. This prepares the way for interview questions and resume writing.

What Can I Do?
Facilitator explains:
1. A skill is simply is something we can do.
2. Some skills are job skills. They are specific to a job like operating a fork lift.
3. Other skills are transferable skills These are skills we take from one job to another and are often skills we learn from life. Operating machinery is a transferable skill, as is teaching (parents teach their children) and problem solving.

Checklist: Facilitator goes over **TRANSFERABLE SKILLS** checklist with participants. Explain that these are only a few of hundreds of transferable skills. Facilitator describes each one and the participants check off their skills.

2. Activity: Success Stories
Purpose: To help participants give examples of their transferable skills. Again, this is best done in English to prepare for interviews.

1.) Participants are asked to think of a particular success they have had in their lives, something they were and still are very proud of. This can be as simple as organizing a special meal, playing a winning game, making a dress, building something. For many participants stories out of their experience concerning leaving their country and surviving as refugees in camps are full of examples of their resourcefulness and skills.

2.) The facilitator models the process and tells about a personal success story. The facilitator points out the skills needed for this success.

3) Participants are asked to share their success to a partner. The partners will then help each other name the skills that they used.

4) Each pair of participants shares their stories and skills with the group. The group can then add additional skills that might have been overlooked. Each participant writes down these skills until everyone has had a turn.

3. Activity: Skills List:
Purpose: To help participants write down and *practice saying* what their skills are. See the Occupational Descriptions in the APPENDIX for specific job skills.

Facilitator helps participants (and participants help each other) write down in *English* what their job skills are from former jobs. This will be very helpful in filling out applications and writing resumes.

4. **Activity: What I Like in a Job**
Purpose: To help participants decide on a job objective. It's very important NOT to say, "I want any job." Even if a person is willing to do many things he/she must think about what he/she likes and doesn't like in a job. This helps narrow the field a little and ensures that the person will not find themselves in a job they dislike.

1) Facilitator explains vocabulary.
2) Participants check off their choices and rate them in order of preference.
3) Facilitator helps participants wrtie their job values statement. This statement should be in sentence form in English.
4) Participants share their top choices (1's) with a partner. They talk about their differences and similarities.
5) Ask participants to think about what jobs have these job values and to make suggestions for each other's job choice.

5. **Discussion and Activity: Perceived Barriers**

Purpose: To look at why people think they cannot work and to encourage the participants to help each other find solutions to their perceived barriers. To assure the class that together we can find solutions.

To let participants know that if we cannot solve a particular problem in class, then the facilitator will go to other resources for help. These hard to solve problems get added to the **Barriers to Employment** sheet began in Unit 1. Also, if many people have the same barrier explain that it may be systemic, or part of a bigger problem in the community, like problems with transportation. Again, these too can be solved but in another way. You can put the hard to solve, more systemic problems on a separate sheet marked **Parking Lot.** Remind the class that there are many agencies involved in helping them make the transition to employment.

2) Give participants the **Perceived Barriers To Employment** worksheet.

Explain that these are called 'perceived' barriers because these are barriers we 'think' we have. Sometimes what looks like a barrier to one person is simply a situation to another who can easily see a solution. This is the reason we share our 'perceived' barriers.

Explain each barrier and have participants check off their perceived barriers. Participants share their lists in pairs. Ask participants to listen carefully to each and offer suggestions.

3) Collect the participants' Barrier worksheets. Tell them you will look at these again at the end of the workshop to see if these are still barriers!

You Are Not Alone

Two women meet in the supermarket. Tariq and Phuong are neighbors and their children go to the same school.

Tariq: Hello, Phoung. How are you doing?

Phuong: Oh! Tariq, it's good to see you. I'm fine.

Tariq: I haven't seen you at the bus stop for a while.

Phuong: I've been very busy looking for a job. I go to a job search class every morning. I really want to work.

Tariq: I know some people who found jobs. But they worked a short time and then they were laid off. They never got benefits. I don't want to do that. I have medical coupons now and I know how to live on very little money.

Phuong: Sometimes people get laid off. But working for even a little time will give me experience.

Tariq: But what about health insurance?

Phuong: After you find a job you still get medical coupons for one year. Then you can apply for Washington Basic Health. That is inexpensive medical insurance. I really want to work so that I can save money to buy a car.

Tariq: I agree. It is very hard to say 'no' to my children every time they ask for something new. But I have never worked. What can I do?

Phuong: There are many entry level jobs you can do now. You need to learn about different kinds of work and choose something you like to do.

Tariq: But what can I do? I have no experience?

Phuong: Why don't you come with me to the workshop? You are not alone. Many people have no experience. But you can still do many things. And people will show you what to do when you get a job.

In the Job Search Workshop we help each other with our problems. And if we cannot find an answer together our counselor knows where to go for help. Then our problems are not so big!

Tariq:

_____

_____

TRANSFERABLE SKILLS

*Transferable skills are skills from your **total life experience**: from past jobs, volunteer, military and family experience. Most adults have over 500 skills!*

1. Place a **check** next to the skills you have.
2. **Circle your five strongest skills**. (These will be the skills you will want to talk about in your job interviews and put on your applications and resume.)

- ☐ **Assemble things**
- ☐ **Cook and serve food**
- ☐ **Drive or operate vehicles**
- ☐ **Repair things**
- ☐ **Count things**
- ☐ **Manage money**
- ☐ **Use tools**
- ☐ **Speak to groups**
- ☐ **Order goods and supplies**
- ☐ **Design or invent things**
- ☐ **Grow things**
- ☐ **Teach others**
- ☐ **Listen**
- ☐ **Artistic**
- ☐ **Help others**
- ☐ **Make decisions**
- ☐ **Counsel others**
- ☐ **Sell things**
- ☐ **Solve problems**
- ☐ **Work in a team**
- ☐ **Plan ahead**
- ☐ **Use machines**
- ☐ **Care for children or old people**
- ☐ **File records**
- ☐ **Examine things**
- ☐ **Lead or supervise others**
- ☐ **Care for sick people**
- ☐ **Perform, act**
- ☐ **Locate information**
- ☐ **Construct/ repair buildings**

SKILLS:

I can.....

Job Skills:

Transferable Skills:

WHAT I LIKE IN A JOB

Rate the job values below on a scale from 1 to 4:
1 = very important 2 = important 3 = not very important 4= not important at all

	Work outdoors
	Work indoors
	Work with numbers
	Use my mind (mental abilities)
	Use my hands (physical abilities)
	Have steady work
	Have friends on the job
	Be part of a team
	Earn good money
	Travel for my work
	Have good benefits
	Help others
	Work the same hours each day
	Work flexible hours
	Work with people
	Work with things
	Work by myself
	Supervise others
	Have a job where I can get ahead
	Stay busy
	Do or make something important
	Use what I already know
	Learn new things
	Do many different things
	Do one thing at a time
	Dress up for work
	Don't have to dress up
	Work with machines

Example: I prefer a job where I work with my hands and don't have to dress up. I like to stay busy, work with machines and earn good money. I can work flexible hours and like a job where I can get ahead.

I prefer a job where _____

_____

_____

BEST COPY AVAILABLE

Perceived Barriers to Employment

_____ 1. There are no jobs.

_____ 2. I do not have any experience.

_____ 3. I do not have much education.

_____ 4. I need skills training.

_____ 5. I have too much education for some jobs.

_____ 6. I am too old.

_____ 7. I am too young.

_____ 8. I do not know how to look for a job.

_____ 9. I don't know where to look for a job.

_____10. I have bad luck.

_____11. I don't want to lose my welfare money.

_____12. My English is not good.

_____13. I can't get a job because I'm an immigrant.

_____14. I have personal problems.

_____15. I can't find a job I like.

_____16. I don't know what kind of job I want.

_____17. No one can take care of my children.

_____18. I have no one to take care of the old people in my family.

_____19. I do not have a car.

_____20. I can't get a job because I am a woman.

(over)

_____21. I don't want to lose my medical coupons.

_____22. Another problem I have is _____.

_____23. Another problem I have is _____.

_____24. Another problem I have is _____.

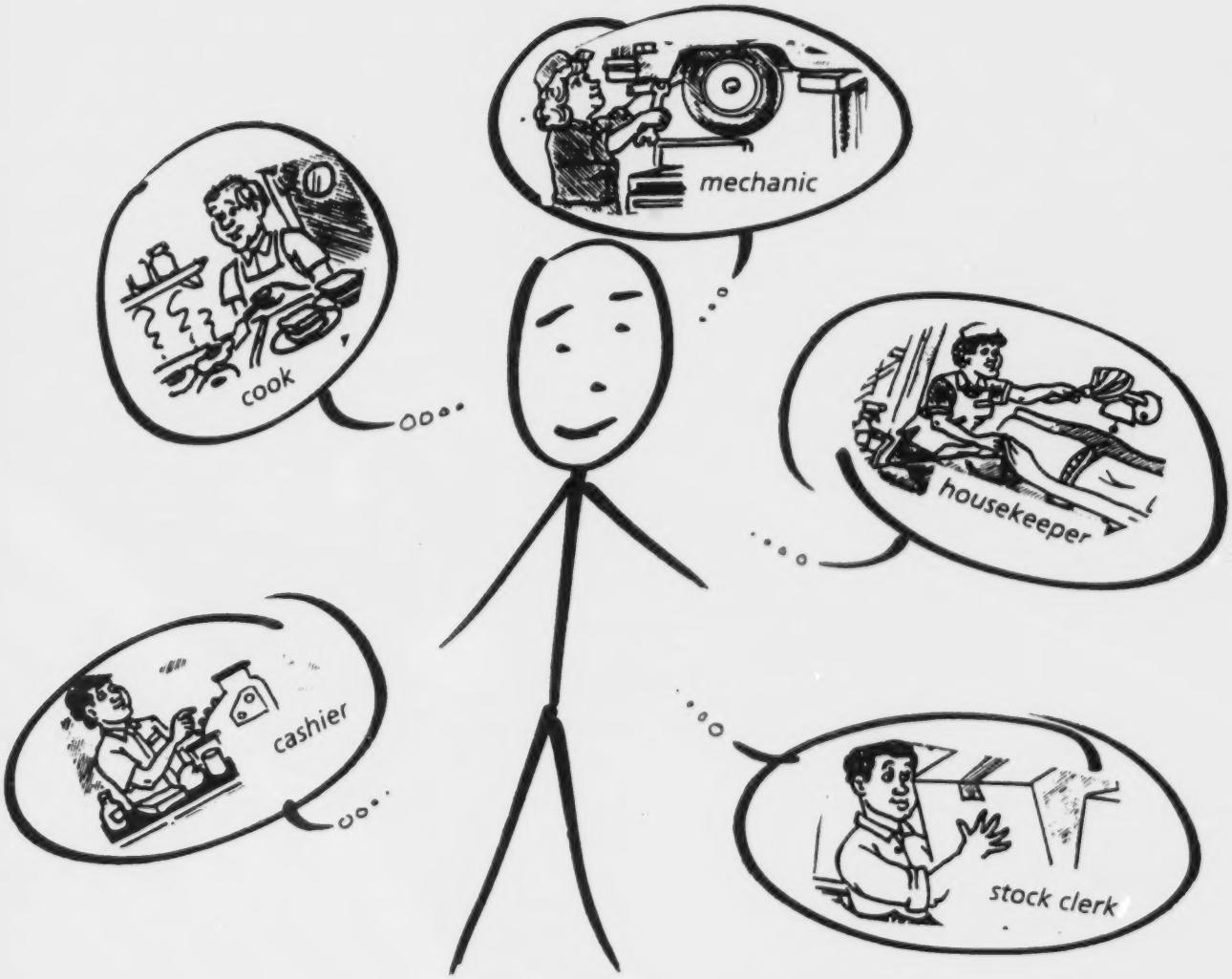
Complete these sentences:

My biggest barrier to finding a job is _____.

By myself I can _____.

I need help to _____.

WHAT JOB IS FOR ME?



UNIT 3 **What Job Is For Me? Starting the Search!**

OBJECTIVES

Participants will:

- learn about a variety of entry level jobs
- identify three job titles of interest to her/him.
- identify different resources for locating jobs.
- learn how to read job ads/ announcements

MATERIALS

Handouts: **Entry Level Job Descriptions and Pictures**
Pay Per Hour Chart
Grouping Exercise
How People Find Jobs
Who Will Get A Job First
How to Understand Want Ad Abbreviations
Want Ad Exercises/ Notes
Want Ad Abbreviations

Sample Applications and Resumes (see Appendix)

Warm Up: BEING A LITTLE AFRAID IS NORMAL.
PREPARATION IS A GOOD WAY TO CONTROL FEAR.
TALK POSITIVELY TO YOURSELF.
ENERGY ALWAYS PAYS OFF.
KEEP GOING.

1) Facilitator writes these sentences on the board or has them prepared on newsprint.
2) Ask participants what they think the sentences mean.
3) Encourage participants to use positive attitudes and self talk as they go through the job search. Give examples from personal experience so participants can see how hard work and a positive attitude pays off in the long run!

1. **Activity**: Entry Level Jobs

Purpose: To explain what entry level jobs are and to identify various entry level job titles. Also estimating wages for these jobs will be helpful to participants as they decide on the job they want.

(***It may be useful to invite a Job Developer in to talk to the class about what entry level jobs are available now in Seattle. Also, to tell the class about jobs that clients have gotten recently. Maybe a former client can come in, if their schedule allows, and talk to the class about their job.)***

1) Brainstorm: Entry level jobs do not require any kind of special training. For these jobs experience and personal qualities are more important than formal education. Can you think of any?

waiter/waitress	electronics assembly worker	fruit picker
laundry worker	housekeeper : hotel	carpenter
child care worker	housekeeper: private home	delivery person
janitor	fast food cook	truck driver
security guard	parking lot attendant	sales clerk
kitchen worker	sewing machine operator	cashier
stock clerk	gas station attendant	shoe repair
gardener	warehouse worker	packers
animal caretaker	construction worker	house painter
dishwasher	maintenance worker	cafeteria worker
cannery worker	food processing plant worker	jewelry assembler
office clerk	copy machine operator	busperson
houseman: hotel	garbage collector	bank teller
receptionist	bus driver	home health aide

2) Discuss: **Career Ladders**

Purpose: To help participants understand that **a first job is not the best job**. A ***career ladder*** is a way to go to a higher job - step by step. Give some examples of careers ladders, such as:

5-head cook
4-cook
3-cook trainee
2 -prep cook
1-cook's helper

Note: Simply introduce the idea here. More exercises about getting ahead are in unit 10.

3) **Entry Level Job Descriptions and Pictures**:

- Participants work in pairs. (You may want to pair readers with non-
- Give each pair two or three job titles. readers.)
- Participants look at the pictures and talk about what that job requires.
  - What do you need to know for that job?
  - What are the duties, pay, etc.?
- The pairs report to the whole class about the job.
- As each job is talked about ask the questions:
  - Can you do that job? If no, why not?
  - Do you like this job? Why or why not?
  - Do you know someone who does this job?
  - How much is the salary per week, per month, per year? Compare to welfare. (*Use the **Pay Per Hour Chart***.)

2. **Activity**: **Grouping Jobs**

Purpose: To help participants look at groups of jobs that have similar requirements. This will enable them to consider a variety of jobs that they can do and like to do. Many jobs will fit into more than one group.

Also, the talking about the jobs will help participants become familiar with different job titles, descriptions and requirements.

1. Participants can stay in their groups from the last exercise and use the pictures they discussed.
2. Give each group one copy of **Grouping Jobs** worksheet.
3. Participants put the names of jobs they can think of for each category. They can use the names of any jobs not just the ones they have pictures of.
4. In each group one person will be the **Writer**, one person will be the **Reporter** and one person is a **Monitor** who will make sure every one contributes.
5. When all are finished write down all the names from every group for each category on the board.

3. **Activity:** Job Selection

Purpose: To help participants choose and focus on three job titles of interest. Everyone has seen and talked about many entry level jobs and what they require. Now using this information they choose what they would like to do.

1) Each participant names three jobs of interest to him/her.

2) Facilitator asks participants why they chose their particular jobs and writes the reasons on the board. Explain that these reasons are job values, or what people look for or want (value) in a job.

4. **Activity**: How to find a job in Seattle?
Purpose: To have participants think about different strategies for finding a job and compare their job search in Seattle with how they found jobs in their countries.

1) Facilitator asks participants about how they found jobs in their countries. What did you do? Where did you go?

2) Brainstorm different ways of getting a job here.

3) Use **Who Will Find a Job First?**
Ask participants "Do you do this in your country to find a job?"

5. **Activity: How People Find Jobs**
Purpose: To relate certain job search activities with particular jobs. This will help participants understand what they must do for their personal job objectives.

1) Give participant **How People Find Jobs** worksheet.
2) Participants work in pairs to discuss their opinions.
3) Additional jobs can be discussed and included at the bottom of the chart.
4) Ask each group to share their ideas on the best way to find certain jobs and discuss any differences.

6. **Activity**: Reading Want Ads
Purpose: To give participants practice reading want ads. This will also help participants become familiar with the vocabulary of the job market.

1) Newspaper Ads: Explain that ads are found in the **Classified Ads** section of the newspaper. These are also called **want ads**. There are many different parts I the classified ads, called **headings**. You need to find the heading that is about jobs. Different newspapers have different heading for jobs in the classified ads. Sometimes you need to look under these headings: *Help Wanted*, *Job Opportunities*, or *Employment* to find jobs.

NOTE: Many headings are *not* about jobs. For example, some headings are about renting an apartment: *Rentals*. Some headings are about things for sale: *Sales/Merchandise*.

2) How to read want ads:

- Facilitator explains the handout, **How to Understand Want Ad Abbreviations**. The short exercises in this handout have some of the most used and important abbreviations participants need to know!
- Participants get a copy of the **Abbreviation Dictionary**.
- Explain how to find information on How to Apply from an ad. See notes on page 1.
- Explain the ways to apply: call for an appointment, go in person and fill out an application, and fax or send a resume. *Have sample applications and resumes to show.*
- Explain that some ads tell about job duties, job requirements and preferred qualifications. (See notes on page 2.)
- Participants do the first two sheets of exercises on abbreviations. One sheet is about How To Apply and the other is about Requirements, Qualifications, and Duties. Participants should be familiar with these terms even if they have difficulty reading the ads. These terms will also be found on applications and used in interviews.
- Participants can cut ads from local newspapers or use the third exercise sheet included to take information from an ad. Participants work in pairs to help each other.

PAY PER HOUR

Pay Per Hour	Per Week	Per Month	Per year
$4.75	$190	$760	$9,120
5.00	200	867	10,400
5.50	220	880	10,560
6.00	240	960	11,520
6.50	260	1,040	12,480
7.00	280	1,120	13,440
7.50	300	1,200	14,400
8.00	320	1,387	16,640
8.50	340	1,360	16,320
9.00	360	1,440	17,280
9.50	380	1,560	18,720
10.00	400	1,600	19,200
10.50	420	1,680	20,160

Groups of Jobs

Put job titles into these groups. The jobs you put in each group use the same skills or abilities. ***You may use the same job more than once. You can name any job you know!***

Group 1. For these jobs, you have to **know how to use a machine**:
example: *sewing machine operator*

Group 2. For these jobs, you have to **speak well to people**:
example: *receptionist*

Group 3. For these jobs, you have to **have a strong body**:
example: *warehouse worker*

Group 4. For these jobs, you have to **work fast**:
example: *housekeeper*

Group 5. For these jobs, you have to **work well with money**.
example: *cashier*

Group 6. For these jobs, you have to **work alone.**
example: *truck driver*

Group 7. For these jobs, you have to **like people**.
example: *home health aide*

Group 8. For these jobs, you have to **work at night**.
example: *security guard*

Group 9. For these jobs, you have to **work outdoors**.
example: *gardener*

HOW PEOPLE FIND JOBS

Put checks by the best ways to find each job in the list below. You may put more than one check for each job.

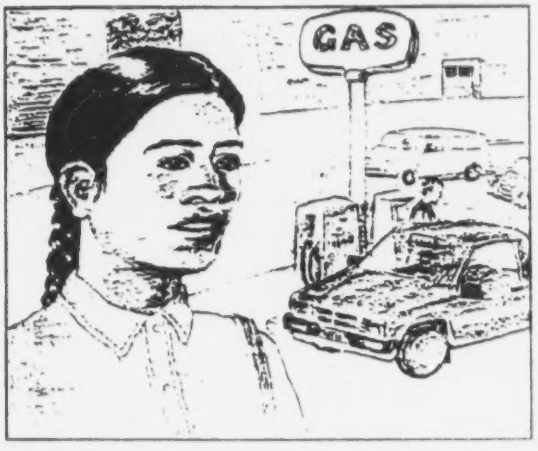
Jobs	Look for "Help Wanted" Signs	Look at Newspaper Want Ads	Go to Companies - Walk In	Go to Employment Agencies or Job Counselors	Network - Talk to everyone about your job search.
1. office clerk					
2. packer					
3. housekeeper: hotel					
4. laundry worker					
5. truck driver					
6. waitress/waiter					
7. truck driver					
8. gardener					
9. janitor					
10. home health aide					
11. kitchen worker					
12. electron assembler					
13. bank teller					
14. cashier					
15. factory worker					
16. gas station attendant					

Who Will Find a Job First?

All these people are looking for jobs as gas station attendants.

Chen

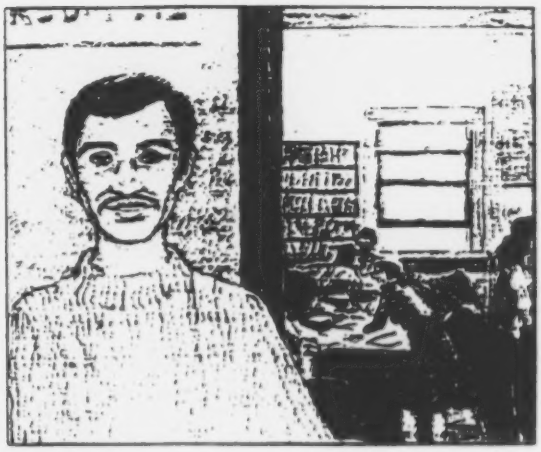
"I look in the newspaper want ads every day."



Linda

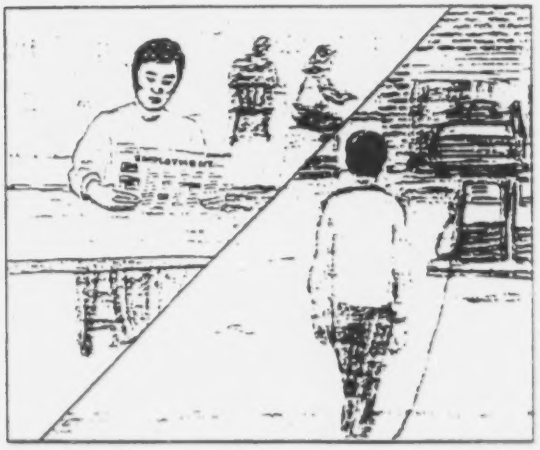
"I look for 'Help Wanted' signs in the service stations."

from The Working Culture Book 2, Prentice Hall Regents



Manuel

"I signed up with the Community Helpers Agency. They will call me when they find a job opening."



Luong

"I look in the newspaper want ads. Every day I go to five gas stations and ask if they have any job openings."

Who do you think will find a job first? _____

Why do you think so? _____

_____

from The Working Culture Book 2, Prentice Hall Regents

HOW TO UNDERSTAND WANT AD ABBREVIATIONS

Businesses usually use abbreviations in want ads. Want ads cost money and long ads cost more money. An abbreviation is a short way to write a word. These rules will help you read abbreviations. Some people use different abbreviations for the same word: experience = exp. or exper. or expr.

Rule 1. Some abbreviations are the first letters of words.
eve. = evening
nec. = necessary

Rule 2. Sometimes people take out letters (especially vowels):
gd. = good
bfts. = benefits

Rule 3. Some abbreviations are the first letter of each word. Sometimes these abbreviations have a slash (/).

p/t = part-time
hs = high school

Rewrite the ads with the correct words for the abbreviations. Use your Want Ad Abbreviation List.

Example: The ofc. hrs. are 8 a.m. to 5 p.m., M-F.

The office hours are 8 in the morning to 5 in the afternoon, Monday through Friday.

1. Driver, m/f w/a min. of 2 yrs. exp., sal. DOE.

_____

2. Grt. oppt. For intrvw. call Mary Gordon 425/336-7659 ext. 12 bwtn. 10 and 1.

_____

3. Perm. P/T position. Must work wknds. Beg. immed.

_____

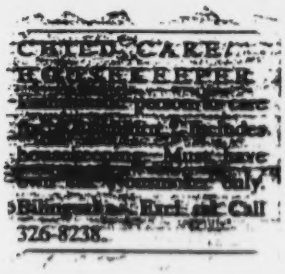
4. F/T sales clrk. Exp. nec. Management bkgrd. pref.

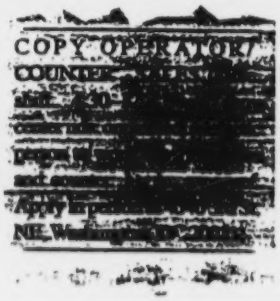
_____

5. Sm. ofc. nds. organized ind. to work copy machine. Fax res. to 206/346-0900.

_____

Work with a partner. Read the want ads. Then fill in the chart.


CHILD CARE/
HOUSEKEEPER
Call
326-8238.


COPY OPERATOR/
COUNTER

COMPUTER TECHNICIAN.
Day shift in PC service co.
Respons. for computer repair.
Gd. pay. F/T. perm. pos.
2 yrs exp. req'd. Must know
IBM computers. Fax res
to Service Mgr. (414)
264-9833.

Job Title	Child care/ Housekeeper		
How to Apply			
Job Requirements			
Preferred Qualifications		1+ year's experience	
Job Duties			
Other Information about the Job			Day shift in PC company Good pay Full-time Permanent

BEST COPY AVAILABLE

from Apply Yourself, Longman

HOW TO UNDERSTAND INFORMATION ABOUT JOB REQUIREMENTS, QUALIFICATIONS, AND DUTIES

Here is some information you can find in want ads:

- The skills, experience, personal qualities, and other things you need to do the job
- Other skills or experience that employers want
- The work you will do at a job

You need to read a want ad very carefully to find out if you can do the job.

Requirements: Skills, experience, personal qualities, and other things you need for the job. For example, drivers need a driver's license and sometimes a car. Dental hygienists need a certificate. When you see *must, required* (req'd.), *necessary* (nec.), or *minimum* (min.), these are job requirements.

FAMILY DAY CARE CENTER AIDE seeking **energetic, creative indiv.** for F/T pos. to help organize games, music and art. **Exper. nec. Must be 21 yrs. or older. Bilingual preferred.**

Preferred qualifications: Skills, experience, and other things that employers want. You do *not need* to have these, but they will help you get the job. When you see *preferred* (pref.), *helpful, desired,* or *a plus* (a +), these are preferred qualifications.

FAMILY DAY CARE CENTER AIDE seeking energetic, creative indiv. for F/T pos. to help organize games, music and art. Exper. nec. Must be 21 yrs. or older. **Bilingual preferred.**

Job duties: The work you will do at a job. For example, apartment managers collect rent and fix things. When you see *responsible for* (respon. for), *to help,* or *duties include* (duties incl.), these are job duties.

FAMILY DAY CARE CENTER AIDE seeking energetic, creative indiv. for F/T pos. **to help organize games, music and art.** Exper. nec. Must be 21 yrs. or older. Bilingual preferred.

from Apply Yourself, Longman

BEST COPY AVAILABLE

HOW TO APPLY FOR A JOB

A want ad gives a lot of information in a small space. When you find an ad for a job that you want, you need to read it carefully to find out how to apply for the job. There are three ways to apply for a job:

- Call the company and make an appointment.
- Go to the company and fill out an application.
- Send or fax a resume to the company.

24 ON YOUR OWN

Read the want ads. Find out how you should apply for each job. Write the information.

1. Medical asst. P/T evenings. Lic. required. X-ray exp. helpful but will train. Fax resume: 707-443-5626. Attn: Jana.

   Fax resume: 707-443-5626

   Attention: Jana

2. Painter. M/F. Need own car and tools. Temp. position. Call 914-0201. Ask for Ben.

3. Security guard. F/T. M-F 8-5. M/F. Good pay. No exp. needed. Apply Th-F, 9-12, 43 Montgomery #600.

4. Pharmacy clerk. M-F Hosp. Exc. ref. 3 yrs. exper. Send resume: Tech Resources, 1 Park Ave. 114, San Mateo, CA 94403

5. Retail sales. F/T. Fashion Jewelry. Best brands. Fax resume to Betsy (617) 235-0137.

BEST COPY AVAILABLE

from Apply Yourself, Longman

Work with a partner. Read the want ads. Then fill in the chart.

	Job Duties	Job Requirements	Preferred Qualifications
1. **Counterperson.** Must be friendly and reliable. Resp. for some baking and customer service. Second lang. a +.	Responsible for some baking and customer service	Must be friendly and reliable	Second language a plus
2. **Office clerk** — to help with mail and typing. PC skills desired. Must be careful w/ details and a fast learner.			
3. **Parking attendant.** Duties incl. parking cars and collecting fees. Gd. driving record nec. Exper. pref'd. but will train.			
4. **Custodian/Janitor.** Resp. for clean-up and warehouse maintenance. Early AMs req'd. Own tools helpful.			
5. **Bookkeeping assistant** — Duties incl. filing and assisting bookkeeper. Tax knowledge helpful. Min. 1 yr. exper.			

HOW TO UNDERSTAND OTHER INFORMATION ABOUT THE JOB

In many want ads, you can learn other information about the job. Sometimes you can find out this information:

- The hours
- The salary
- If the job is part-time or full-time
- If the job is temporary (for a short time) or permanent (for a long time)

from Apply Yourself, Longman

A

acct	account
acctg	accounting
admin	administrative (managing) administration (management)
adv advg	advertising
phone a.m.	morning
appt	appointment
apt	apartment
asst ass't	assistant
avail	available

B

bkgrd	background
beg	begins beginning
bfts	benefits
btwn	between
bkkp bkkpr	bookkeeper
bldg	building
bus	business

C

clk clrk	clerk
co	company
coll	college
com comm	commercial (dealing with business)
corp	corporation

D

dept dpt	department
dir	director
div	division (part of a company)
DOE	depends on experience
dr. lic.	driver's license
dys	days

E

elect	electric
electr	electrician
EOE	Equal Opportunity Employer
etc	and so forth
eves	evenings
excl	excellent
exec	executive
exp expr exper	experience
exp'd	experienced
ext	telephone extension (each in a co. has its own ext. number)

F

flex	flexible
ftr	future
F/T f/t	full-time

G

gd	good
gen gen'l	general
grad	graduate
grt	great

H

hosp	hospital
hqtrs	headquarters (main office)
hr	hour
hrly	hourly
hskpr	housekeeper
hs	high school

I

immed	immediate/ immediately
incl	include/ including
ind	industrial

intrvw	interview

J

jr	junior (beginner or assistant)

K-L

K	thousand (18K = $18,000)
lg	large
lic	license
lt	light (a little)

M

mach	machine
m/f	male or female
manuf	manufacturer (co. that makes things)
mfgr	
mf	manufacturing
mech	mechanic mechanical
med	medical
mgment	management
mgmt	
mgt	
mgr	manager
min	minimum
mktg	marketing (finding new ways to sell things)
mo	month

N

natl	national
nds	needs
nec	necessary

O

ofc	office
op	operate / operator
opr/oper	
oppty	opportunity
org	organization organized

P

PBX	telephone switchboard
perm	permanent
plt	plant (factory)
indiv	individual
p.m.	afternoon
pos	position (job)
P.O.	Post Office
pref	prefer
pref'd	preferred
pres	president
prod	product/ production
P/T	part-time

Q-R

rec	receiving (taking in)
recpt	receptionist (person who greets people)
refs	references
req'd	required
res	resume
rm	room

S

sal	salary
sec	secretary
secy	
sks	seeks (is looking for)
sm	small
sr	senior (experienced, high ranking
sup	supervise
suprvr	supervisor
supp	supply/ supplies
supt	superintendent (manager)

T

tech	technical/technician
temp	temporary(not permanent)
tel/ tele	telephone
tr	trainee
trn	
trne	
typ	typing/ typist

U-V

vp	vice-president

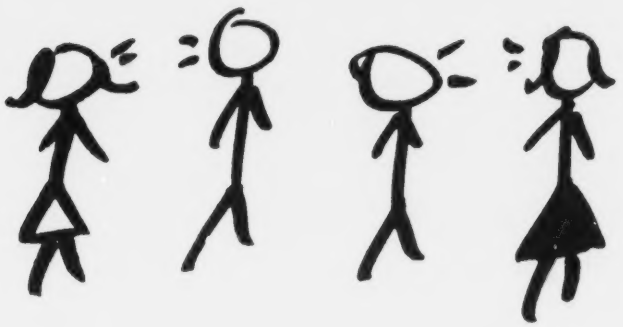
W

w/	with
wk	week
wkly	weekly
wknds	weekends
wpm	words per minute
WSDL	Washington State Driver's License

XYZ

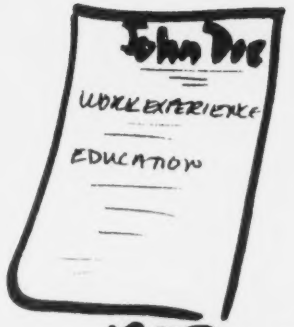
yr	year
yrs	years

Job Hunting

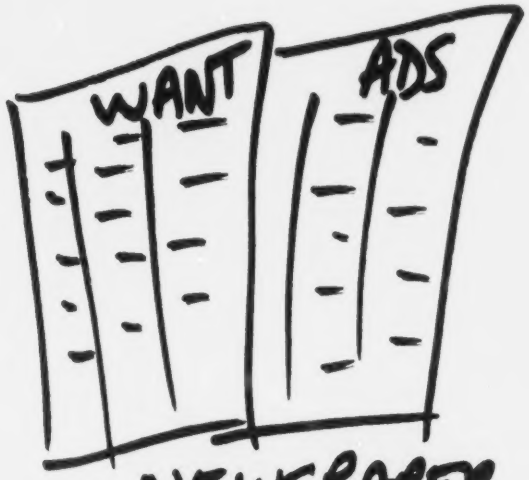


NETWORKING

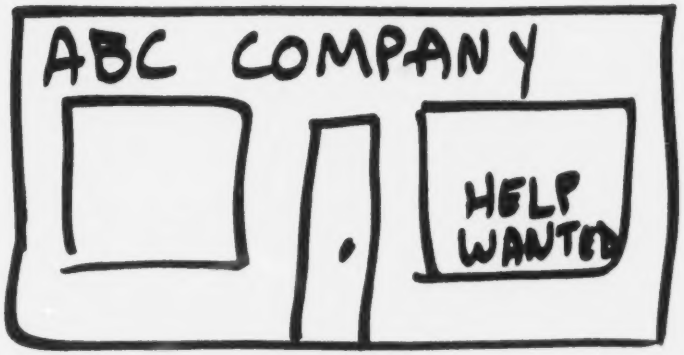
APPLICATION



RESUME



NEWSPAPER



Unit 4 **JOB HUNTING - HOW TO APPLY**

OBJECTIVES

Participants will:

- understand and discuss their responsibility for job search activities.
- learn and practice how to inquire about a job and ask for an application
- begin to learn how to fill out job applications

MATERIALS

Handouts: **Who's Responsible?**
What Manager's Look for in Job Applications
Application Practice
Application Rating Form
Asking for a Reference
Application Glossary
Sample Application
Personal Information Form
Good Application / Bad Application

Video ***You're Hired***

Blank Job Applications

Warm Up: Who's Responsible

Purpose: To help participants understand what they must do and what other people can do as they look for work. Participants should understand that there is a lot of help for them but that there are responsibilities that belong to them **only.**

1) Facilitator reads statements to the class and asks if they agree or disagree.

2) Discuss the answers given.

---

1. Other people can help you get a job.	yes	no	maybe
2. If you are the first person to apply you will get the job.	yes	no	maybe
3. If you are qualified for a job, the company has to hire you.	yes	no	maybe
4. You should learn how to fill out a job application before you look for a job.	yes	no	maybe
5. If you go to a training program, you will get a job.	yes	no	maybe
6. If you go to a job developer, they will find you a job and send you to work. You don't have to go to interviews or fill out job application.	yes	no	maybe
7. If you go to an employment agency they will look for a job for you. You should just stay home and wait.	yes	no	maybe

2.) **Brainstorm**: What are some things to do in a job search?

Facilitator writes these on the board.
Some things to do are given below.
Participants use worksheet to put these things to do in a column depending on who they think is responsible for doing them. (One thing can be on both lists.)

3. Activity: Role-Play / Video - Introducing yourself and asking for a job application.

Purpose: To practice asking for an application and showing interest in a job.

Facilitator prepares each person with their own script and shows the beginning of the video ***You're Hired*** until the place where the students ask for applications. After watching people modeling this, participants practice with the facilitator.

1) Ask each person:

"What job are you looking for?" (If they say they don't know, then suggest something you think is good for them just for the practice.)

"Do you have experience for this job?" If yes, ask the person to describe their experience, what they did and for how long. If no, tell the person to NEVER just say 'no'. Always say, "No, but I can learn the job. If you show me I can do it!" If the person has some related life experience they can talk about that - say, if a woman is looking for a housekeeping job and has been a homemaker for many years.

2) Give the students individual scripts about their experience write these on the board. Participants copy their sentences.

3) Show video ***You're Hired.*** Stop at the place where students ask for an application and practice asking for an application. *This exercise repeats and reinforces the beginning of the activity - step 1 above.*

The role play can go something like this:

Each participant gets a turn in front of the class.

Emphasize good eye contact, clear speech and asking for meaning if they don't understand something you say.

Encourage class to give feedback - "Did he/she do a good job?"

Participant: "Hello, my name is _____. I'm looking for a job as a _____.

Facilitator: "Hello, nice to meet you. My name is _____. Do you have experience for this job?"

Participant: "Yes/ No, _____."

Facilitator: "Take this application and fill it out. Return it to me and we will call you for an interview if we need you." **Give out sample applications**.

4. **Discussion**: Applications, Good/ Bad
Purpose: To make is clear how important it is to have a good application. To help participant understands how to fill out an application properly.

1) Have copies of a good application and a bad application.
   Ask participants which applicant they would call for an interview. Why?
   Discuss: "Why do you think the way an application looks is important to the employer?"
   Brainstorm what makes a good impression.

2) Handout - **What Managers Look for in Job Applications**
   Facilitator goes through guidelines for good applications.

5. **Activity**: Practice
Purpose: To break down the application into its sections and practice one section at a time. This exercise will be time consuming and will probably extend to Unit 5. Use the **practice sheets** provided and when each section is completed have participant copy the information onto the practice application.

The sections are:

1. Personal Information
2. Job Desired
3. Work History
4. Education
5. References - Remind participants to write the names of people to be references only AFTER asking their permission. Read the dialog together to practice. Participants can practice asking the facilitator for a reference.

6. **Activity:** Rating Applications
Purpose: To encourage participants to help each other. People generally learn what they teach.

Participants should have applications given out in the role-play exercise #2. Participants fill these out and then participants rate each other's applications for:

1. neatness (no cross outs)
2. printing (handwriting to be used only for signature)
3. pen (not pencil)
4. completeness (no empty spaces, use N/A if you cannot answer a question.)
5. information in correct spaces.

Name _____	YES (2 points)	NO (0 points)
1. neat (no cross outs)	_____	_____
2. print (not script)	_____	_____
3. pen (not pencil)	_____	_____
4. complete (no empty spaces)	_____	_____
5. information in correct spaces	_____	_____
	Total: _____	

Participants work in pairs and rate each others applications. Participants with totals of 10 are recognized.

7. **Take Home Activity: Personal Data Form**
Purpose: Participants will practice filling out their information at home on their own. They'll have a completed general application to refer to and copy from. This will help them when they are on their own filling out applications.

Also, the **Personal Data Form is** something they will take with them as they look for work. They can use it to simply copy their information onto any application.

Forms will be checked carefully for completeness and accuracy when they are returned.

Who's Responsible?

go to job interviews

call employers about job openings

fill out job applications

look for jobs in the newspaper

go to companies to find out about job openings

call the employer to find out if you got the job

make an appointment for a job interview

You Have To	The Job Counselor Has To

What Managers Look for in Job Applications

- Print or type your application. Use handwriting (script) only when you sign our same (write your signature) at the end of the application. (*Lara Jones*).
- Use a pen not a pencil.
- Print neatly and carefully.
- Do not cross out words.
- If you make a mistake ask for a new application or use correction fluid and print the information again. (You can make a copy of the application for practice and then copy the information onto the original.)
- Follow instructions carefully. Print the correct information in the correct spaces.
- Answer all of the questions about yourself, your experience, and your education.
- Print N/A (not applicable) in the correct space if you really *cannot answer* a question. For example, if you do not have a driver's license you can write N/A on the application instead of a license number.

BE CAREFUL!!

Do **not** fill out parts of some applications. For example, do not print information in these spaces:

FOR COMPANY USE ONLY
FOR OFFICE USE ONLY
DO NOT WRITE BELOW THIS LINE
DO NOT FILL OUT SPACE BELOW THIS LINE
DO NOT WRITE IN SHADED AREAS

PERSONAL INFORMATION

Here is the first part of a job application. Fill out information about yourself.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION Date Social Security Number

Name

Last First Middle

Present Address

Street City State ZIP

Permanent Address

Street City State ZIP

Home Phone No. Business Phone No.

On some job applications, you need to print information in a *very* small space. Copy the information you filled out in Exercise 9. Be sure that your printing is small.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION Date Social Security Number

Name

Last First Middle

Present Address

Street City State ZIP

Permanent Address

Street City State ZIP

Home Phone No Business Phone No.

Here is part of a job application. Fill out information about yourself.

Are you currently employed? ☐ Yes ☐ No	If yes, can we speak to your present supervisor? ☐ Yes ☐ No
Have you ever worked or attended school under a different name? ☐ Yes ☐ No	If yes, give other name(s) used:
Are you 18 years of age or older? ☐ Yes ☐ No	If under 18, can you submit a work permit? ☐ Yes ☐ No

from Apply Yourself, Longman

BEST COPY AVAILABLE

POSITION DESIRED

Here is the Position Desired part of a job application. Fill out information about yourself.

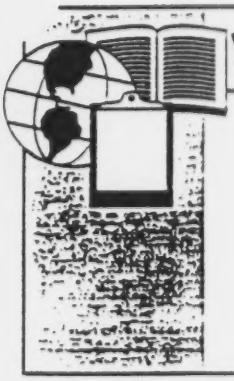
POSITION DESIRED	
MINIMUM SALARY DESIRED	DATE AVAILABLE FOR WORK

TYPE OF EMPLOYMENT DESIRED

FULL-TIME ☐ PART-TIME ☐ TEMPORARY ☐ PERMANENT ☐

DAYS AND HOURS YOU ARE AVAILABLE TO WORK:

Hours	SUN	MON	TUES	WED	THURS	FRI	SAT
From							
To							



WHAT DO YOU THINK NOW?

Discuss these questions with your classmates.

1. What is some information you need to fill out on job applications in this country?
2. Why do managers want to look at job applications before they meet job applicants?
   What do managers think is important when they look at job applications?

from Apply Yourself, Longman

EDUCATION

Here is the Education part of a job application. Fill out information about yourself.

EDUCATION	NAME AND LOCATION OF SCHOOL	CIRCLE LAST YEAR COMPLETED	DID YOU GRADUATE?	SUBJECTS STUDIED AND DEGREES RECEIVED
GRAMMAR SCHOOL			☐ Yes ☐ No	
HIGH SCHOOL		1 2 3 4	☐ Yes ☐ No	
COLLEGE / UNIVERSITY		1 2 3 4	☐ Yes ☐ No	
TRADE / TECHNICAL SCHOOL		1 2 3 4	☐ Yes ☐ No	

from Apply Yourself, Longman

WORK HISTORY

EMPLOYMENT HISTORY

If you were known by a different name during your employment at locations noted below, please provide the name(s) you used for verification purposes: _____

List most recent employers first, then follow in order with earlier ones. Explain gaps in work history of more than one month's duration. We will check references.

NAME AND ADDRESS OF PREVIOUS EMPLOYER	DATES WORKED From Mo	From Yr.	To Mo	To Yr.	POSITION	SUPERVISOR	RATE OF PAY	REASON FOR LEAVING
Co.							Start	
Address							Finish	
City State	Description of major duties, responsibilities, accomplishments:							
Phone:								
Explanation of Employment Gap:								

NAME AND ADDRESS OF PREVIOUS EMPLOYER	DATES WORKED From Mo	From Yr.	To Mo	To Yr.	POSITION	SUPERVISOR	RATE OF PAY	REASON FOR LEAVING
Co.							Start	
Address							Finish	
City State	Description of major duties, responsibilities, accomplishments:							
Phone:								
xplanation of Employment Gap:								

NAME AND ADDRESS OF PREVIOUS EMPLOYER	DATES WORKED From Mo	From Yr.	To Mo	To Yr.	POSITION	SUPERVISOR	RATE OF PAY	REASON FOR LEAVING
Co.							Start	
Address							Finish	
City State	Description of major duties, responsibilities, accomplishments:							
Phone:								
Explanation of Employment Gap:								

BEST COPY AVAILABLE

from Apply Yourself, Longman

REFERENCES

Ask three people if you can use their names as references. Try to ask people who speak English well. Then write the information about your references on this part of a job application.

REFERENCES List the names and address of three people (not relatives) who have known you for at least one year.			
1. Name	Occupation	Relationship	
Address		Telephone	Years Known
2. Name	Occupation	Relationship	
Address		Telephone	Years Known
Name	Occupation	Relationship	
Address		Telephone	Years Known

from Apply Yourself, Longman

APPLICATION RATING FORM

Name _____	YES (2 points)	NO (0 points)
1. neat (no cross outs)	_____	_____
2. print (not script)	_____	_____
3. pen (not pencil)	_____	_____
4. complete (no empty spaces)	_____	_____
5. information in correct spaces	_____	_____
	Total: _____	

APPLICATION RATING FORM

Name _____	YES (2 points)	NO (0 points)
1. neat (no cross outs)	_____	_____
2. print (not script)	_____	_____
3. pen (not pencil)	_____	_____
4. complete (no empty spaces)	_____	_____
5. information in correct spaces	_____	_____
	Total: _____	

Asking for a Reference

Sophal: Hello?
Yen: Hi, Sophal. This is Yen. How are you?
Sophal: Fine, thanks. And you?
Yen: Pretty good. I'm looking for a job as a hospital orderly, and I'm filling out job applications. Can I ask you a favor?
Sophal: Sure.
Yen: Could I use your name as a reference?
Sophal: I'd be happy to be a personal reference.
Yen: Thank you. Let's see. Could I check the spelling of your last name? Is it P-H/ -O-R-N?
Sophal: That's right.
Yen: And, may I have your address, please?
Sophal: 2830 16th Ave. SW.
Yen: 2830 16th Ave. SW?
Sophal: Right.
Yen: Thanks a lot, Sophal.
Sophal: You're welcome. And good luck!
Yen: Thanks. Good-bye.
Sophal: Good-bye.

APPLICATION GLOSSARY

N/A - not applicable, doesn't apply to you
previous - from the past
currently - at this time (Are you currently employed? = Are you working now?)
submit - show (Can you submit proof of your age?)

Personal Information:

date
dates, (from, to)
name (last, first)
M.I. - middle initial; the first letter of you middle name
present and permanent address - use the same address for both
business telephone - phone number where you work. Use N/A if not working.
emergency number - a phone number of a person who your manager can call if you need help at work if you become very sick or have an accident.
other last names used - a name you used before (for a women, your name before marriage)
legally eligible for employment or legally authorized or permitted to work - you can work in the U.S. (you have a Social Security card and a picture I.D.)
felony/ criminal violation - problems with the police or the law

Position Desired - job that you want

job title - the name of the job you want
date available - the date you can start to work
immediately - right away
schedule - days and hours you can work
shift - part of the day you can work. Some companies have three shifts:
day shift (7:00 a.m. - 3:30 p.m.)
swing or evening shift (3:00 p.m. - 11:30 p.m.)
night shift or graveyard shift (11:00 p.m. - 7:30 a.m.)
full-time - usually 35 - 40 hours a week
part-time - usually less than 35 hours a week
temporary - for a short time
permanent - for a long time
salary - amount of money an hour you are paid
salary desired - how much pay do you want (write OPEN)
minimum salary desired - what is the lowest salary you will take

Work History

You need to give the name and address of you past employer/company. Start with you *last* job and go backwards from that one.

supervisor's name - name of the person who told you what to do at work
dates - "from" - write the date (mo/yr) you *started*
"to" - write the date (mo/yr) you *finished*
duties - write three or four of your job duties (what you did at work). Use the past tense for past jobs, and present tense for current job.
reason for leaving - why you left your last job. Some reasons are:

emigrated	= I left my country
moved	= I went to another city to live
better opportunity	= I found a job with a better salary, or I found a job I liked more than my old job
promotion	= I got a better job in the same company
career change	= I found a different kind of job

Do not write negative reasons for leaving like fired, personality conflict, personal problems or illness. You may be able to say terminated, career change, or growth opportunity to explain these in a positive way.

Education

name and address of school - start with your *first* school's name, city/country
years completed - how long you went to the school (ex. 3 years)
dates attended - write the month/year started and month/year finished. (ex. 1/73 - 5/74)
graduated - completed your education at that school
diploma or degree - write diploma if you graduated high school
If you graduated from a technical school, college or university write the type of degree or certificate you received.
major - the most important subject you studied

References

reference - a person who knows you and can tell a manager about you. *Relatives (sisters, brothers, aunts, cousins, etc.) cannot be references.*
professional reference - a person who knows about your work. ex. supervisors or co-workers, teachers
personal references - friends

REVIEW

Here is an example of a job application. Fill out information about yourself, the position you want, your education, your work history, and your references. You can use your Personal Data Form on pages 140–143. Print neatly. Use correct punctuation and capitalization.

Application For Employment

NAME: LAST | FIRST | MIDDLE | HOME PHONE NO.

ADDRESS | WORK PHONE NO.

CITY | STATE | ZIP CODE | SOCIAL SECURITY NO.

POSITION DESIRED | SALARY DESIRED

HAVE YOU EVER BEEN EMPLOYED BY US?

☐ YES ☐ NO IF YES, WHERE?

GENERAL INFORMATION

ARE ANY OF YOUR RELATIVES EMPLOYED BY US?

☐ YES ☐ NO LOCATION

RELATIONSHIP(S)

HAVE YOU BEEN CONVICTED OF ANY FELONY CRIME IN THE LAST SEVEN YEARS?

☐ YES ☐ NO IF YES, EXPLAIN:

ARE YOU UNDER 18 YEARS OF AGE? ☐ YES ☐ NO

DO YOU DESIRE: ☐ FULL-TIME ☐ PART-TIME ☐ TEMPORARY

PLEASE INDICATE THE HOURS THAT YOU ARE AVAILABLE TO WORK ON EACH OF THESE DAYS:

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
FROM (Hours)							
TO (Hours)							

Should your availability change during the course of your employment, it may impact your employment status based upon our business needs. While we may be able to accommodate your availability limitations upon hire, we do not guarantee that we will be able to support these limitations in the future. Should our business needs change, we may require an adjustment in your availability.

EDUCATION

SCHOOL NAME	ADDRESS	FROM	TO	DEGREE/DIPLOMA
HIGH SCHOOL				
BUSINESS/VOCATION SCHOOL				
COLLEGE/UNIVERSITY				
COLLEGE/UNIVERSITY				

BEST COPY AVAILABLE

WORK EXPERIENCE

COMPANY | PHONE NUMBER

ADDRESS STREET CITY STATE ZIP | EMPLOYMENT DATES FROM: TO:

POSITION HELD | STARTING SALARY | PRESENT/FINAL SALARY

IMMEDIATE SUPERVISOR | DUTIES PERFORMED

REASON FOR LEAVING

COMPANY | PHONE NUMBER

ADDRESS STREET CITY STATE ZIP | EMPLOYMENT DATES FROM: TO:

POSITION HELD | STARTING SALARY | FINAL SALARY

IMMEDIATE SUPERVISOR | DUTIES PERFORMED

REASON FOR LEAVING

COMPANY | PHONE NUMBER

ADDRESS STREET CITY STATE ZIP | EMPLOYMENT DATES FROM: TO:

POSITION HELD | STARTING SALARY | FINAL SALARY

IMMEDIATE SUPERVISOR | DUTIES PERFORMED

REASON FOR LEAVING

REFERENCES

LIST THREE PERSONAL OR ADDITIONAL PROFESSIONAL REFERENCES (NON-FAMILY MEMBERS):	NAME	PHONE NUMBER	YEARS KNOWN	RELATIONSHIP

PLEASE READ CAREFULLY:

All of our employees may be bonded, and a thorough investigation will be made. It is vitally important that all questions be answered accurately as requested. I understand and agree that if hired, my employment may be terminated at any time if I inaccurately provided or omitted information upon completion of this form or when such facts are discovered by my employer.

I hereby certify that my answers to the questions on this application are true and correct to the best of my knowledge. I give you, the employer, or the applicable subsidiary, the right to verify all requested information and to otherwise investigate my qualifications for employment which may include, but not be limited to, securing additional information. I understand that a bonding and security investigation may be made whereby information is obtained through personal interviews with third parties, such as family members, business associates, financial sources, friends, neighbors, or others with whom I am acquainted. I hereby release all persons from any liability in this investigation.

I understand that any offer of employment is conditioned upon the satisfactory completion of this verification process and that the company will hire only those individuals who are legally authorized to work in the United States and who present acceptable proof of their lawful employment status and identity.

APPLICANT'S SIGNATURE _____ DATE _____

FOR COMPANY USE ONLY

STARTING DATE	SALARY	PAY GRADE	☐ EXEMPT ☐ NON-EXEMPT	DATE JOB OFFERED	DEPARTMENT/STORE NO.
EMPLOYEE NO.	POSITION			HIRED BY	

7003 6/94

BEST COPY AVAILABLE

Good

APPLICATION FOR EMPLOYMENT

This form is provided to employers by Washington State Employment Security. The form complies with state and federal laws against discrimination in employment, however, employers using this form should check local ordinances. The Employment Security Department does not accept responsibility for the misuse of information provided on this form by parties other than the department.

Provide all information requested by typing or printing in ink. Please read carefully before you sign this application. False statements on this application form shall be considered sufficient cause for termination.

Qualified applicants receive consideration for employment without discrimination because of sex, marital status, race, color, creed, religion, national origin, age, the presence of a disability, or status as a disabled or Vietnam-era veteran.

GENERAL INFORMATION

Name (Last)	(First)	(Middle Initial)	Home Telephone
Jones	Rebecca	L.	(360) 555-2987
Address (Number & Street)	**(City)**	**(State) (Zip)**	**Other Telephone (Message)**
451 West Nowhere	Olympia	WA 98513	(360) 555-9411

Are you legally entitled to work in the U.S? ☑ Yes ☐ No

Social Security # 539-00-0000

Names Of Relatives Employed By This Company: None.

Person(s) To Contact In Case Of Emergency (Include Name And Phone Number): Martin Jones (Father) (360) 555-2482

POSITION

Position Or Type Of Employment Desired: Receptionist

Will you be able to perform the duties of the position for which your are applying with, or with out accommodation? ☑ Yes ☐ No

Will Accept:

☑ Full-Time ☑ Part-Time ☑ Temporary

☑ Day Shift ☐ Swing Shift ☐ Graveyard Shift ☐ Rotating Shift

Date Available: 7/1/97

EDUCATION AND TRAINING

High School Graduate Or General Education Test Passed? ☑ Yes ☐ No

a. circle the highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12

List Below College, Business School, Military, Etc. (Most recent first)

Name And Location	Dates Attended Month/Year	Credits Earned: Quarter Hours	Semester Hours	Other	Grad Yes/No	Degree Year	Major Or Subject Taken
ABC Business School	9/94-7/95			*	Yes	Cert. 1995	Office Administration
							*1500 Classroom
							hours

License, Certificate Or Registration	Number	Where Issued	Date Of Issue	Expiration Date
Not Applicable				

Languages Read, Written or Spoken Fluently Other Than English: None.

SPECIAL SKILLS (List all pertinent skills and equipment that you can operate)

Multi-line telephone, photocopiers, adding machine
Personal Computer and Software: Windows 95, MS Office 97, Excel, Powerpoint, Corel Ventura

VETERAN INFORMATION

Branch of Service	Date of Entry	Date of Discharge
Not Applicable		

JOB SERVICE

Washington State Employment Security
We Bring Employers And Job Seekers Together.

BEST COPY AVAILABLE

EMS 10171 ComCode 7540-032 635 R 11/96

WORK EXPERIENCE Include voluntary work and military experience.)

Employer Ralston's Lumber	Telephone Number (360) 555-1694	From (Mo./Year) 9/95
Address 2900 Pacific Avenue Olympia WA 98513		To (Mo./Year) 6/97
Title Receptionist/Office Staff Person	Number Employees Supervised 0	Hours Per Week 40
Specific Duties		Last Salary $8.00/hour
Answered a multi-line telephone, forwarded telephone calls to the appropriate departments. Compiled billing records (accounts payable and receivable) into sorted files, directed customers to the services requested, prepared weekly progress reports for sales representatives, assisted in monthly inventory activities by completing order forms for shipping. Opened the office on alternate Saturdays, responsible for cash receipts and bank deposits on those Saturdays.		Supervisor Doris Conley
Reason For Leaving Laid off due to lack of work.		

Employer St. Peters Church	Telephone Number (360) 555-2401	From (Mo./Year) 6/92
Address 1176 Waverly Dr. Olympia, WA 98502		To (Mo./Year) 6/97
Your Title Volunteer office worker	Number Employees Supervised 0	Hours Per Week 2
Specific Duties		Last Salary None
Assist the Church Executive Secretary prepare bulletins for distribution at services. Gather information from the pastor and church members, prioritize information by date, type announcements, format the bulletin using Corel Ventura desktop publishing software, print and fold the bulletins, deliver bulletins to the head usher.		Supervisor Evelyn Miller
Reason For Leaving Currently employed		

Employer	Telephone Number	From (Mo./Year)
ress		
ur Title	Number Employees Supervised	To (Mo./Year)
Specific Duties		Hours Per Week
		Last Salary
		Supervisor
Reason For Leaving		

I swear all statements in this application are true and correct. I understand that false information may be cause for dismissal.

Signature Of Applicant Rebecca Jones Date 7/1/97

Interviewer's Comments:

BEST COPY AVAILABLE

Bad

APPLICATION FOR EMPLOYMENT

This form is provided to employers by Washington State Employment Security. The form complies with state and federal laws against discrimination in employment, however, employers using this form should check local ordinances. The Employment Security Department does not accept responsibility for the misuse of information provided on this form by parties other than the department.

Provide all information requested by typing or printing in ink. Please read carefully before you sign this application. False statements on this application form shall be considered sufficient cause for termination.

Qualified applicants receive consideration for employment without discrimination because of sex, marital status, race, color, creed, religion, national origin, age, the presence of a disability, or status as a disabled or Vietnam-era veteran

GENERAL INFORMATION

Name (Last)	(First)	(Middle Initial)	Home Telephone
Rebecca Jones			( ) 555-2987

Address (Number & Street)	(City)	(State)	(Zip)	Other Telephone
451 W. Nowhere	Oby			( ) 555-[illegible]

Are you legally entitled to work in the U.S? ☒ Yes ☐ No

Social Security # [illegible] 9411

Names Of Relatives Employed By This Company

(539-00-0000)

Person(s) To Contact In Case Of Emergency (Include Name And Phone Number)
My Dad

POSITION

Position Or Type Of Employment Desired
Whatever's Available

Will you be able to perform the duties of the position for which your are applying with, or with out accommodation? ☒ Yes ☒ No

Will Accept:
☒ Full-Time ☒ Part-Time ☒ Temporary
☒ Day Shift ☐ Swing Shift ☐ Graveyard Shift ☐ Rotating Shift

Date Available After Vacation

EDUCATION AND TRAINING

High School Graduate Or General Education Test Passed? ☒ Yes ☐ No

If no, circle the highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 (12)

List Below College, Business School, Military, Etc. (Most recent first)

Name And Location	Dates Attended Month/Year	Credits Earned: Quarter Hours	Semester Hours	Other	Grad. Yes/No	Degree Year	Major Or Subject Taken
River Ridge High School	9/89 – 6/93				yes	1993	
ABC Business School	July 1995						office/clerical

License, Certificate Or Registration	Number	Where Issued	Date Of Issue	Expiration Date
WA Driver Lisense	JONESR144DB	Bremeton	August 1991	April 1999

Languages Read, Written or Spoken Fluently Other Than English
High School Spanish (2 quarters)

SPECIAL SKILLS (List all pertinent skills and equipment that you can operate)

Computer, Zerox machine

VETERAN INFORMATION

Branch of Service	Date of Entry	Date of Discharge
Never been in the Army		

JOB SERVICE

Washington State Employment Security
We Bring Employers And Job Seekers Together.

EMS 10171 ComCode 7540-032-635 R 11/95 24

BEST COPY AVAILABLE

WORK EXPERIENCE (Include voluntary work and military experience.)

Employer Ralston's Lumber | Telephone Number | From (Mo./Year) September 19aa
Address 2900 Pacific Oly | To (Mo./Year) June 17, 1
Your Title Receptionest / Gopher | Number Employees Supervised | Hours Per Week Prefer Aftern
Specific Duties: Made coffee, answered the phone, had to work on Saturday, sorted bills. | Last Salary $8.00 | Supervisor Doris, the bosses wife
Reason For Leaving They said they didn't need me anymore.

Employer St. Pete's Church | Telephone Number | From (Mo./Year) About
Address On Waverly, across from Graham's Bowling Ally | To (Mo./Year) 5 years
Your Title | Number Employees Supervised | Hours Per Week 2
Specific Duties: Worked at the church, made bullitens. | Last Salary Free
Supervisor
Reason For Leaving

Employer | Telephone Number | From (Mo./Year)
Address | To (Mo./Year)
Your Title | Number Employees Supervised | Hours Per Week
Specific Duties | Last Salary
Supervisor
Reason For Leaving

I swear all statements in this application are true and correct. I understand that false information may be cause for dismissal.

Signature Of Applicant Rebecca Jones Date

Interviewer's Comments:

BEST COPY AVAILABLE

How To Apply

Good

Bad

BEST COPY AVAILABLE

Unit 5 **Application Process Continued / Problem Solving**

OBJECTIVES

Participants will:

- understand different ways people are hired and relate them to getting a job in their native country.
- continue to practice filling out job applications and rate each others applications.
- fill out a personal information sheet to help with resumes and applications.
- discuss possible problems with the application process and some solutions.
- view last part of *You're Hired* and practice phone skills

MATERIALS

Handouts: **Getting Hired**
Employer Statements
What Should I Do Now?
Personal Information Forms
Matching Exercise

Video: ***You're Hired***
Interview appointment information for phone practice.

Warm Up: **Getting Hired:** Do job applicants in your country do these things? Purpose: To help participants understand the similarities as well as differences in looking for a job in the U.S. as compared to their own country. This enables them to build on what they know and understand what it is they need to learn.

Also, repetition of the steps in the process of getting hired helps participants to remember what needs to be done!

1) Read the steps in Getting Hired and ask the question. Participants check yes/no. They may want to talk about how it is different.

2) Facilitator explains that not every job has the same steps to apply. Some jobs don't even require an application. Some jobs require an application, a resume, a test of your skills and two or three interviews!

Read what employers say in the **Employer Statements** about applying to their companies. See what participants can understand from the statements alone. Then help them write the steps - write on the board; they can copy and read it together.

1. **Activity**: Continue with application practice. Filling out a practice application and the Personal Information form could take a couple of classes. Participants who are finished can help others. When each person has a completed an application participants exchange them with each other and rate them with the **Application Rating Form** (explained in unit 4).

2.**Activity:** Matching Exercise
Purpose: To review terms found on applications. This repetition helps clients remember and also prepares them for interview where these terms will be used.

1) Give participants one form for two people and they find the matching terms together.
2) Facilitator can put terms and meaning on separate index cards and participants practice matching them on their own.

3. **Personal Information Form:**
Ask class for Personal Information Form given for homework. If this was too difficult to do without help participants can fill it out in class.
Check these carefully. Participants will take these with them when they fo to fill out applications.

4. **Activity**: **What Should I Do Now?**
Purpose: To help participants work on possible problems that may come up in their job search. This practice will also help model future support participants can give each other.

1) Facilitator makes a photocopy of the six conversations in **What Should I Do Now?** and cut it into strips.
2) Give one conversation to a group of 2 or 3 participants.
3) Each person in the group gives advice to the 'Friend'. The group decides on the best advice or a few things the 'Friend' can do.
4) One person writes these down if possible or reports verbally to the class. (If there are too few readers the facilitator can read the conversations and lead a class discussion of what advice to give.)
5) Discuss each conversation with the whole class. The group reports their solution and the class gives their suggestions.

5. Video: Finish showing ***You're Hired***. The conclusion of the video is a good preview of interview practice.
If there is time, stop to practice listening to information on the telephone.

6. **Activity:** Listening for Information on the Telephone

1) Give each student:

- the name and address of a company
- a date and time for an interview
- the name of a person to ask for

Example, "This is Bartell's calling. Are you still interested in the position as a stock clerk? Can you come in for an interview on Thursday, May 14 at 10 a.m.? We are located at 5409 Roxbury Street. The cross street is 107 St. Ask for Mrs. Johnson."

2) Participants sit back-to-back and 'call' each other for an interview appointment. Asking the other person to repeat, slow down, or spell something is an important skill to practice. Also, participants must repeat back all information before hanging up to be sure it is correct.

3) Give the students the English for this:

"Can you please repeat that?"
"Can you please speak more slowly?"
"Could you spell that please?"

GETTING HIRED

In the U.S., job applicants	**Do job applicants do these things in your country?**	
fill out application forms.	[ ] yes	[ ] no
take the application form to the employer.	[ ] yes	[ ] no
mail the application form to the employer.	[ ] yes	[ ] no
call the employer to make an appointment for a job interview.	[ ] yes	[ ] no
go to the company for an interview.	[ ] yes	[ ] no
call the employer to see if they got the job.	[ ] yes	[ ] no
wait for the employer to call them.	[ ] yes	[ ] no
go to many interviews for one job at a company.	[ ] yes	[ ] no
Other: _____	[ ] yes	[ ] no
_____	[ ] yes	[ ] no

EMPLOYER STATEMENTS

Employer 1:

"We call the state employment office and some community agencies for applicants. About fifteen applicants fill out applications and have short interviews. Then we call five applicants to come back for second interviews. We choose the best of the five applicants."

What steps do you have to take to apply for a job with Employer 1?

1. _____

2. _____

3. _____

Employer 2:

"We put a 'Help Wanted' sign in the window. Each applicant fills out a job application form. We interview each applicant immediately. Some-

from Working Culture Book 2, Prentice Hall Regents

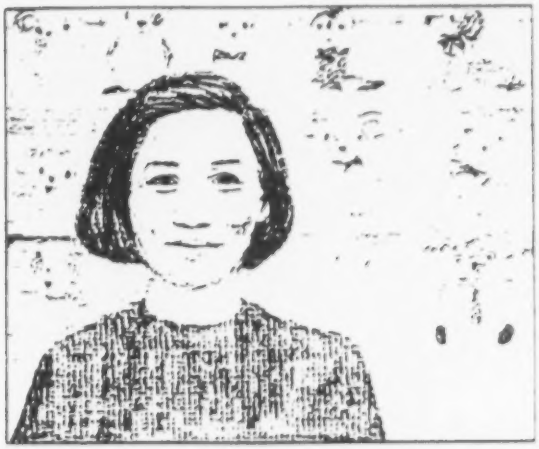
times we hire a person right after the interview. Sometimes we interview many people and then call the person we want to hire."

What steps do you have to take to apply for a job with Employer 2?

1. _____

2. _____

Employer 3:



"We put an ad in the newspaper. Applicants call, and we send them application forms in the mail. When we receive the completed applications, we invite some applicants for an interview. Three days after the interviews, we call the applicant we want to hire."

What steps do you have to take to apply for a job with Employer 3?

1. _____

2. _____

3. _____

from Working Culture Book 2, Prentice Hall Regents

Employer 4:

"Most of our jobs are entry level. We don't require experience. We don't ask applicants to fill out an application form, but we have them write down their name, address, and telephone number. We interview people who come in and ask for jobs. Then we hire the ones we like."

What steps do you have to take to apply for a job with Employer 4?

1. _____

2. _____

from Working Culture Book 2, Prentice Hall Regents

WHAT SHOULD I DO NOW?

You have learned a lot about how to find a job. Here are some conversations between you and a friend. In your part of the conversation, give your friend some advice.

Conversation 1:

Your Friend: I'm looking for a job as an electronics assembler, but there are no jobs right now.

You: How do you know?

Your Friend: I didn't see any ads for it in the newspaper.

You: _____

_____

_____

Conversation 2:

Your Friend: The employment agency didn't call me. I guess they don't have any jobs this week.

You: _____

_____

_____

Conversation 3:

Your Friend: I went to a job interview. They said, "We'll call you if we need someone." They didn't call me.

You: _____

_____

_____

Conversation 4:

Your Friend: Two weeks ago I called three companies I want to work for. None of them had any job openings. I'm afraid I'll bother them if I call them again.

You: _____

_____

_____

from Working Culture Book 2, Prentice Hall Regents

Conversation 5:

Your Friend: When I applied for the job, they just took my application. No one interviewed me. I really want to work there. What should I do now?

You: _____

_____

_____

Conversation 6:

Your Friend: I signed up at the Refugee Help Agency a month ago. They didn't call me yet. That's too long to wait for a job. I'm really mad at them. They don't care if I find a job. What should I do now?

You: _____

_____

_____

from Working Culture Book 2, Prentice Hall Regents

Name_____ DOB_____

Match each word or phrase with a similar one:

1. PART TIME	___OTHER LAST NAMES USED
2. NIGHT SHIFT	___ARE YOU LESS THAN 18 YRS. OLD?
3. BUSINESS PHONE	___20 HOURS A WEEK
4. HAVE YOU BEEN PREVIOUSLY EMPLOYED BY THIS COMPANY?	___WAGE DESIRED
5. ARE YOU LEGALLY ELIGIBLE TO WORK?	___ARE YOU WORKING NOW?
6. ARE YOU OVER 18?	___MIDDLE INITIAL
7. ARE YOU CURRENTLY EMPLOYED?	___SCHEDULE: 11:00 PM - 7:30 AM
8. DATE AVAILABLE	___CAN WE SPEAK TO YOUR CURRENT SUPERVISOR?
9. ARE YOU UNDER 18 YRS. OLD?	___WORK PHONE
10. M.I.	___DATE YOU CAN START
11. SALARY DESIRED	___ARE YOU AUTHORIZED TO WORK?
12. POSITION APPLYING FOR	___DID YOU WORK HERE BEFORE?
13. CAN WE INQUIRE OF YOUR PRESENT EMPLOYER?	___NOT PERMANENT
14. TEMPORARY	___EMPLOYMENT DESIRED
15. HAVE YOU EVER WORKED OR ATTENDED SCHOOL UNDER A DIFFERENT NAME?	___ARE YOU 18 YEARS OF AGE OR OVER?

PERSONAL INFORMATION FORM

POSITION OBJECTIVE

POSITION DESIRED _____

DATE AVAILABLE _____

TYPE OF EMPLOYMENT DESIRED Full-time Part-time Permanent Temporary

DAYS AND HOURS AVAILABLE TO WORK _____

EDUCATION

ELEMENTARY SCHOOL

Name _____

Address _____

Did you finish? _____

HIGH SCHOOL

Name _____

Address _____

Number of Years Attended _____

Major _____

Diploma _____

TRADE, TECHNICAL, OR VOCATIONAL SCHOOL

Name _____

Address _____

Dates Attended _____

Major _____

Certificate or Degree _____

COLLEGE / UNIVERSITY

Name _____

Address _____

Dates Attended _____

Major _____

Degree _____

GRADUATE SCHOOL

Name _____

Address _____

Dates Attended _____

Major _____

Degree _____

PERSONAL INFORMATION FORM

WORK HISTORY

List your past jobs. Start with your most recent.

1. COMPANY _____
   COMPANY ADDRESS _____
   DATES EMPLOYED _____
   JOB TITLE _____
   JOB DUTIES _____
   _____
   STARTING SALARY _____ FINAL SALARY _____
   SUPERVISOR'S NAME _____
   REASON FOR LEAVING _____

2. COMPANY _____
   COMPANY ADDRESS _____
   DATES EMPLOYED _____
   JOB TITLE _____
   JOB DUTIES _____
   _____
   STARTING SALARY _____ FINAL SALARY _____
   SUPERVISOR'S NAME _____
   REASON FOR LEAVING _____

3. COMPANY _____
   COMPANY ADDRESS _____
   DATES EMPLOYED _____
   JOB TITLE _____
   JOB DUTIES _____
   _____
   STARTING SALARY _____ FINAL SALARY _____
   SUPERVISOR'S NAME _____
   REASON FOR LEAVING _____

PERSONAL INFORMATION FORM

REFERENCES

1. NAME _____
   ADDRESS _____
   PHONE _____
   JOB TITLE _____
   RELATIONSHIP _____
   YEARS KNOWN _____

2. NAME _____
   ADDRESS _____
   PHONE _____
   JOB TITLE _____
   RELATIONSHIP _____
   YEARS KNOWN _____

3. NAME _____
   ADDRESS _____
   PHONE _____
   JOB TITLE _____
   RELATIONSHIP _____
   YEARS KNOWN _____

What are they looking for?

A.

B.

from Apply Yourself, Longman

Unit 6: **What Are They Looking For?**

OBJECTIVES

Participants will:

- learn about and discuss what employers are looking for
- discuss the Do's and Don'ts of a good interview, including body language, appearance, and acceptable/ unacceptable behaviors
- learn how to describe their personal qualities
- begin to practice answering simple interview questions about personal background, work history, job preference and job skills.
- learn what a resume is and look at samples.
- write a simple resume and cover letter (where appropriate).

MATERIALS

Handouts: **What are they looking for?**
Job Interview Do's and Don'ts
Standards of Politeness and Appearance
Body Language
Non-Verbal Messages
Personal Qualities
I am ....
Interview Questions
Resume Guide

Warm Up: Employer Expectations

Purpose: To help participants be realistic about meeting employer expectations.

1. **Activity**: 1)Brainstorm Employer Expectations

- Ask participants what they think employers are looking for when they have to hire new workers. Have them imagine that they are the employers. What kind of person would they want for their company?
- Write these on the board or on newsprint.

examples: punctuality
good attendance
following company rules
obeying the boss
getting along with co-workers
sobriety on the job
a full day's work
appropriate dress and behavior
honesty

- Discuss examples of these behaviors.

2) Guest speaker: Invite an employer to come into the workshop to give the class information about how employers select employees.

2. **Activity**: Brainstorm **Do's and Don'ts for Interviews:**
Purpose: To talk about the importance of the interview and the ways to prepare for one.

1) Make copies or an overhead transparency of the picture, **What are they looking for**. Talk about what is right and wrong in A and B.

2) Ask participants what they should and should not do at an interview. Write participants' suggestions on the board or on newsprint. Handout the **Job Interview Do's and Don'ts** list and go over any that were not mentioned. Participants can add ones that aren't on the list.

3. **Discussion:** Body Language and Appearance
Purpose: To discuss the non-verbal messages we give by the way we look and act.
Use the information on **Non-Verbal Messages** to explain to the participants the importance of eye contact, a clear voice, pleasant facial expressions, posture, mannerisms and attitude. Ask if this is true in their native countries.

4. **Activity:** Acceptable and Unacceptable Behaviors.
Purpose: To discuss different behaviors and the words "acceptable" and "unacceptable".

1) Explain:

Acceptable: When it is OK to do something we say it is acceptable.
example: It is acceptable to wear shorts at a picnic.

Unacceptable: When it is not OK to do something, we say it is unacceptable.
example: It is unacceptable to wear shorts to work in most offices.

2) Give copies of ***Standards of Politeness and Appearance*** to participants - one copy for a group of 2 or 3.

Participants work together to check off what is appropriate in their native country and in the U.S.

Each group reports to the class what they decided and any differences are discussed.

3) Give copies or make a transparency of **Body Language.**

Ask participants to circle [+]if the body language is positive/ good or [-] if the body language is negative/ not good.

Ask if this is the same in their country.

5. **Activity: Personal Qualities**
Purpose: To help participants identify personal qualities that are useful on the job. And to help them give examples that show that they have these qualities. *English is important here for interview practice*.

1.) Facilitator explains personal qualities on handout **Personal Qualities**. Using native language help participants understand the meaning of these words.

2) Facilitator gives participants **I AM.....** worksheet. Participants choose three of these qualities they have. Facilitator helps them to find examples of these *from their own lives and experience*.

For example: A woman who has never worked at a paying job but has been a homemaker and mother usually has the qualities - **organized, energetic, good problem solver, hard worker, patient.** All of these qualities are needed to be a good homemaker and mother.

The participant could say:

"I am organized. I have four children and they go to three different schools." or "I am patient. I have three children and I must be patient as I help them learn how to do things."

3) After each participant has the worksheet filled out they share their personal qualities with a partner. This gives them a chance to practice.

It is important that participants learn to talk about their personal qualities in English so they can say these simple sentences in an interview.

6. **Activity:** Begin Interview Practice

Purpose: To begin preparing participants for interviews. Start with basic questions and work up to more thoughtful ones.

It's important to try to help participants see reason behind the question. Interviewers ask questions out of fear that they may hire the wrong person. It's the interviewee's task to put the interviewer at ease and answer the questions in such a way that says she/he is the right person for this job!

Interview practice will be in five parts. (See the handouts for each part.)

1) **Basic Interview Questions**

Start with some basic questions. Practice can be oral or written or both. The handout on **Basic Interview Questions** is a written exercise but it can be read to the class. For oral practice, participants answer the questions below then practice with a partner:

- What job are you looking for?
- Can you tell me about your experience?
- What days can you work?
- What hours (shift) can you work?
- What salary are you looking for?
- The salary is $___ an hour. I that OK?
- Do you have a list of references?
- When can you start?
- The job starts on (day) at (time). Are you interested?

2) **In-depth Interview Questions**

Telling an Interviewer about Yourself
Telling an Interviewer about Your Experience
Telling an Interviewer about Your Future Plans

3) **Questions Applicants Can Ask/ Closing the Interview**

4) **Interview Questions**

Use these for practice interviews.

7. **Activity**: Resume Writing

Purpose: To assist participants write a simple resume. Although not every job requires a resume, having one can be very helpful, especially for participants with very little experience and/ or English. By summarizing a person's skills and qualities in a positive way a resume is a quick introduction that helps the employer understand the applicant better.

Resume writing is time consuming. If possible, have participants help each other as you guide them in what to do.

If a participant has special skills be sure to translate those skills carefully, getting help if necessary from someone in the field (ex. skills in construction or 'economics' need to explained in some detail). You can use the **List of Occupational Descriptions** in the Appendix to help write what job duties are for many different kinds of jobs.

1) Show participants sample resumes and cover letter. Direct them to use their **Personal Information Form** to write their own resume.

2) Explain that the sample cover letter is a model for when they need to mail their resume to a company. They could use a real want ad that asks for a resume to use for their cover letter practice and address it to the company in the ad.

JOB INTERVIEW

Do's

introduce yourself
arrive early
review your application / resume
dress properly: be sure hands, nails, hair, face, shoes clothes are neat and clean
make good eye contact
shake hands firmly

speak loudly

be calm and confident

smile and be friendly
sit straight in the chair
stand 2 or 3 feet away from the interviewer
ask questions if you don't understand

talk only about the skills and qualities that will help you for this job and give examples
be an active listener: say 'okay' or 'I see' or nod your head when you understand
look and say you are interested in the job
bring certificates, resume, reference list, letters of recommendation with you
say 'Thank you.' at the end
follow with a thank you note within a week

Don'ts

don't chew gum or smoke
don't give one word answers
don't bring anyone with you
don't wear strong perfume or after-shave

don't give very long answers
don't sit until the interviewer offers you a seat
don't talk about salary unless the interviewer does
don't be shy to talk about your strengths
don't talk about your personal life
don't say negative things, be positive
don't say you want 'any job' or can do 'anything'
don't place your handbag or personal items on the interviewer's desk

Standards of Politeness and Appearance

chewing with your mouth open
_____in your country
_____in the United States

sneezing without covering your nose or mouth
_____in your country
_____in the United States

yawning loudly
_____in your country
_____in the United States

picking your teeth in class after lunch
_____in your country
_____in the United States

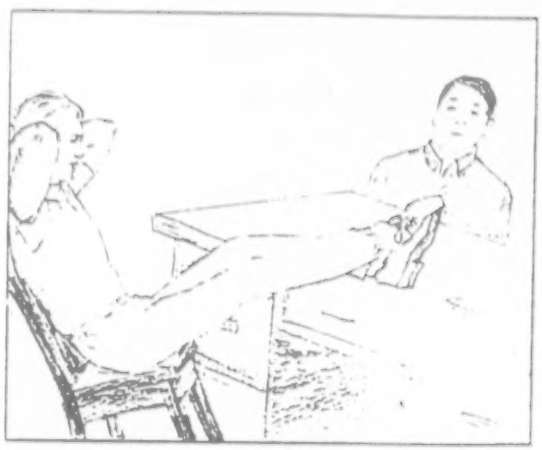
from The Working Culture Book 1, Prenice Hall Regents

Standards of Politeness and Appearance

talking while chewing
_____in your country
_____in the United States

burping loudly
_____in your country
_____in the United States

cutting your fingernails in a meeting
_____in your country
_____in the United States



putting your feet on the table while talking to a customer
_____in your country
_____in the United States

from The Working Culture Book 1, Prenice Hall Regents

Standards of Politeness and Appearance

picking your nose in class
_____in your country
_____in the United States

Can you list other unacceptable habits?

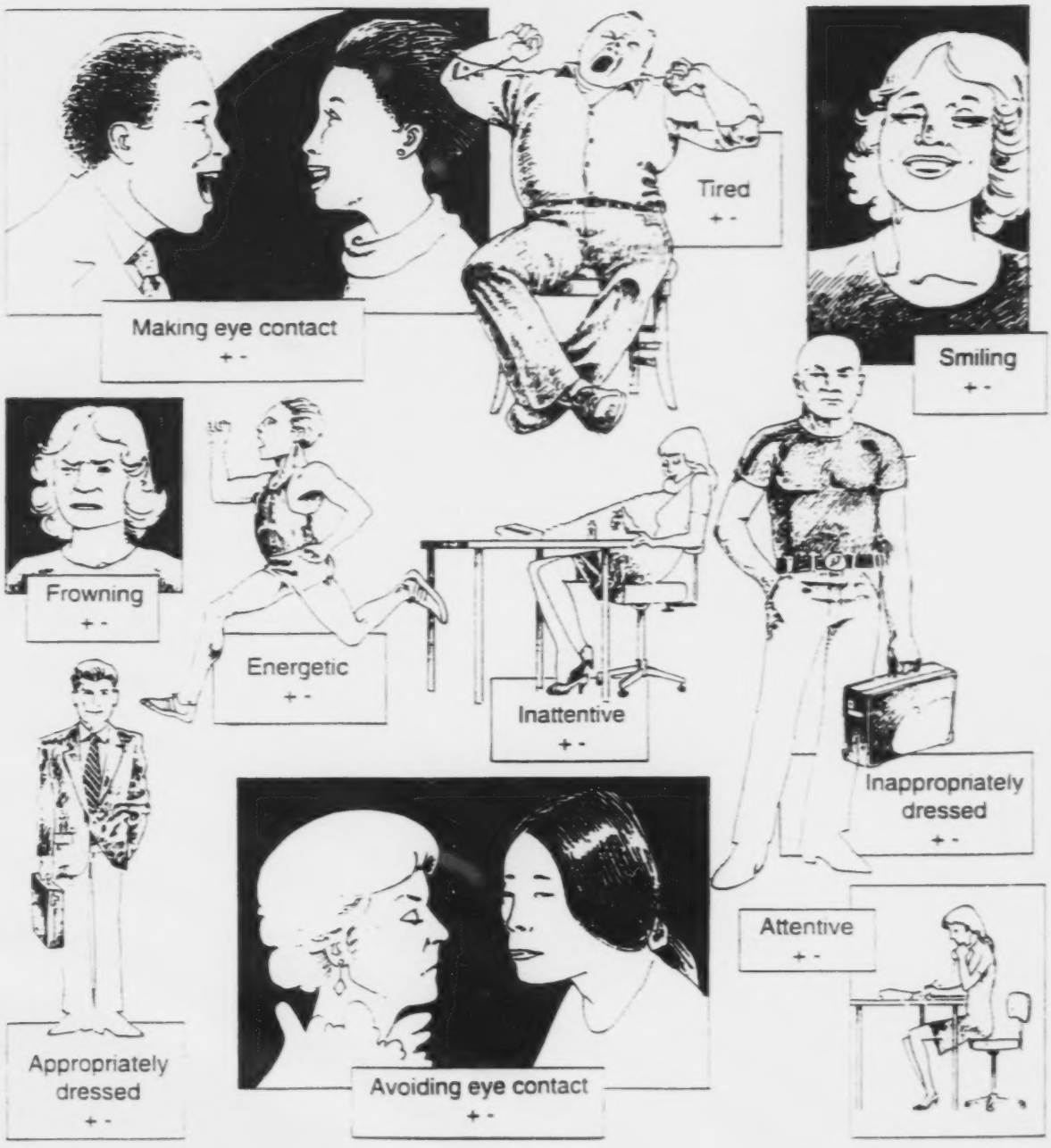
1.
2.
3.
4.
5.
6.

Are unacceptable habits in the United States and your home country the same or different? same different (circle one)

from The Working Culture Book 1, Prenice Hall Regents

Body Language

▸*Are these examples of body language positive or negative? Circle + or -.*



from Business Communication, Addison-Wesley

BEST COPY AVAILABLE

Non-Verbal Messages

Eye Contact

Looking a person in the eye indicates confidence, openness and honesty. Keep your head up and make occasional eye contact throughout the interview.

Voice

Your voice should be clear and loud enough to hear across a room. Practice speaking clearly, pronouncing words correctly and using proper grammar. Breathing deeply helps. Drinking tea with lemon can clear the throat.

Facial Expressions

A slight smile and open eyes conveys the impression of intelligence, alertness and friendliness. Practice the looking front of the mirror.

Posture

Walk tall, sit forward in your chair, hold your head up, keep your back and shoulders straight. Be aware of how you are sitting and standing, without being rigid.

Mannerisms

Be aware of nervous behavior you may fall into. Avoid tapping you fingers, playing wit your hair, wiggling your feet, wringing your hands., etc. Use your hands to emphasize what you are saying, but don't be too wild with your gestures.

Attitude

Your body language "speaks loudly", telling the world how you feel. Watch people. See if you can tell who is angry, sad, happy, etc. just by watching them. Think about what attitude you want to convey and practice using your body language to give this message.

PERSONAL QUALITIES

I am **patient**. I'm relaxed when work is slow or boring. I can do routine work.

I am **careful details**. My work is always correct because I check it carefully

I am **organized**. I make household schedules and plans. I can easily find the things I need.

I am **reliable**. I always come to work on time, and I always finish my work. When I say I will do something I always do it.

I am **good with my hands**. I can fix things and I like to make furniture for my family and friends.

I am **creative**. I like to think of new ideas. I can design clothes for my family and friends.

I am **fast learner**. When my supervisor teaches me something new, I understand and learn quickly.

I am **strong**. I can lift heavy boxes. I always help my friends when they move to new apartments.

I am a **hard worker.** I don't take long breaks. If I don't finish my work I work overtime.

I am **friendly**. I like to work as part of a team and I like to help people.

I am **energetic**. I have a lot of energy. I like to be busy.

I am **efficient**. I work very fast and my work is excellent.

I am **independent.** I can work alone. I know what to do next without always asking my supervisor.

I am a **good problem solver**. When my supervisor gives me difficult work I can find the answer easily.

I am **flexible**. I'm happy when my duties change at work. I can do many jobs at the same time.

I am **good with numbers.** I do math quickly, and I organize my household money well.

I am **honest**. I always speak the truth and treat others fairly. I never take what does not belong to me.

I AM.....

patient	creative	friendly	flexible
careful with details	a fast learner	energetic	good with numbers
organized	strong	efficient	honest
reliable	a hard worker	independent	a good problem solver
good with my hands			

Choose three of your best personal qualities from the ones listed here. Write them down. Then give examples from your own experience of each quality.

Examples:

I am flexible. In my last job I was a cook in a busy restaurant. I also answered the phone and helped customers at the same time.

I am efficient. In my last job I was a cashier in a grocery store. I worked on the express line because I was very fast and I didn't make any mistakes.

I am organized. I have been a homemaker for twelve years. I have a husband and four children. I make household plans and do all the shopping for the family.

1. I am _____.
For example,_____

_____

_____

2. I am _____.
For example,_____

_____

_____

3. I am _____.
For example,_____

_____

_____

Basic Interview Questions

Here are some basic interview questions. There are two different ways to answer each question in the box. Write the answers to the questions.

Part 1

I prefer a permanent job, but I'm flexible.
I'd like to work part-time right now, but I can work full-time in August.
I can start immediately.
I prefer to work Monday to Friday, but anytime is OK.
I've heard the usual salary is $6.00 to $8.00 an hour. That's fine for me.
I can start on June 12th.
I'd like permanent work, but temporary work is OK, too.
Full-time is better for me, but I'm happy to accept part-time.
I can work any shift, but I prefer the day shift.
I'm open.

1. When can you start?

   a. _____

   b. _____

2. Do you want permanent or temporary work?

   a. _____

   b. _____

3. Do you want full-time or part-time work?

   a. _____

   b. _____

4. What schedule can you work?

   a. _____

   b. _____

5. What salary are you looking for ?

   a. _____

   b. _____

BEST COPY AVAILABLE

Part 2

Yes, here you are.
No, I'm not working now.
Yes, I have three years' experience.
Yes, I'm working at the Corner Cafe.
Yes, I worked at the Memorial Hospital for five years.
Yes, I do. I have it right here.

6. Do you have any experience for this job?

a. _____

b. _____

7. Are you working now?

a. _____

b. _____

8. Do you have a list of references?

a. _____

b. _____

BEST COPY AVAILABLE

In-Depth Interview Questions

1. **Telling an Interviewer about Yourself:**

Question: Can you tell me about yourself?

Answer: *Example: My name is Phuong Tran. I'm from Cambodia. Now I would like to work as a cashier. In my last job I was a bookkeeper. I'm good with numbers.*

Write **your** answer here:

My name is _____. I'm from _____.
(your name) (your country)

Now I would like to work as _____.
(job you are applying for)

In my last job, I was _____.
(past job title)

I worked at _____ for _____ years.
(kind of company) (number)

I _____,
(one or two years about your experience,

_____.
skills, personal qualities or education)

2. **Telling an Interviewer about Your Experience.**

Question: Can you tell me about your experience?

Answer: *Example: In my last job I was a farmer. I worked with my family and we grew rice and many vegetables. We worked every day for many hours. I am strong and like to work outside. I know how to grow plants. I would like the job as groundskeeper. I can do this work well.*

Write your answer here. Make sure you,

- say your past job title
- say the job you want
- give concrete examples of your experience
- talk about your transferable skill if you don't have experience for the job
- are enthusiastic
- are confident
- use good body language

In my last job I _____

_____

_____

_____

_____

_____

_____

_____

_____

Questions Applicants Can Ask

Question: Do you have any questions?

Answer: Always ask some questions. It shows you care about the job.

- What are the job duties?
- Is this a permanent job?
- When does the job start?
- What are the hours?
- Will I have an opportunity for advancement?

Closing the Interview

When the interviewer thanks you for coming in, you know that this is the end of the interview. You must find out what will happen next and how to follow up after the interview.

You can ask:

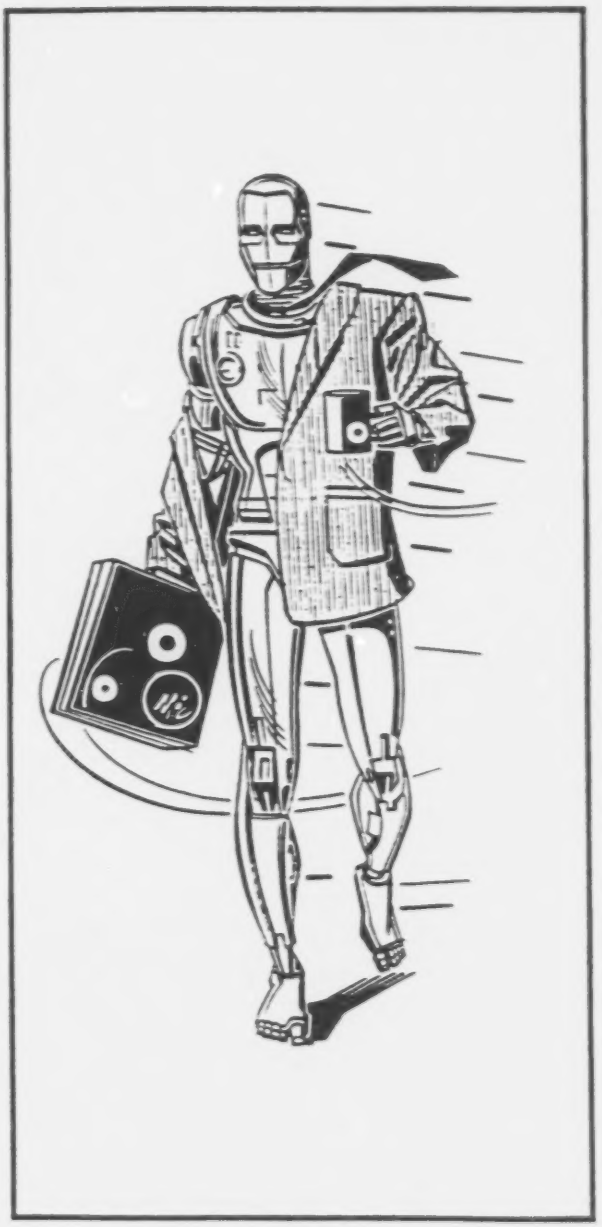
- When will you make your decision about the job?
- How long will you keep my application active (or on file)?
- Can I call you to find out about your decision?

Before you say, "Good-bye," you should thank the interviewer and shake hands again. Remember to use good body language. Smile, make eye contact, and be friendly.

Interview Questions

1. What type of position are you interested in ?
2. What jobs have you had? Have you had experience in this type of work?
3. Why do you think you would like this job?
4. Why do you think you would like to work with us?
5. What salary are looking for?
6. Are you looking for permanent or temporary work?
7. What skills do you have for this job?
8. How did you get along with other people on your last job?
9. Why did you leave your last job?
10. How long do you think you will work for us?
11. Can you tell me about yourself?
12. What were your job duties in your last job?
13. What days and hours are you available?
14. Can you work weekends?
15. Do you have reliable transportation?
16. Why should I hire you?
17. Do you have any questions?
18. What are your plans for the future?

New To The United States?



Resume Writing Guide for First Time Job Seekers

Seattle Public Library

Accommodations for people with disabilities will be provided upon request. Please call 386-4690 V/TDD

Printed on recycled paper.
6/94SCS 94-118643

WHAT IS A RESUMÉ AND WHO NEEDS ONE?

A resumé is a short biographical sketch of your experiences, skills, and goals. It is an essential ingredient of job hunting. A well-prepared resumé, summarizing your work, life, and volunteer experience will present you in your most professional, positive, and competent light. No matter what job you are applying for, having a well-crafted resumé will put you well ahead of the applicant who has not taken the time to prepare one.

RULES OF THE GAME

*Be honest - don't say you're a rocket scientist if you aren't one.
*Emphasize your strongest qualities.
*Draw from your life experiences. Be sure to include any volunteer work you've done. Often, volunteer experience can be an important factor in getting a first job in the United States.
*Proofread, proofread, proofread. And then ask a friend to proofread for you. A typographical error or misspelling sends a negative message to prospective employers.

WHAT GOES ON A RESUMÉ?

1. Your **name**, **address**, and **telephone number**
2. The **Job Objective Statement**. This is usually the name of the position for which you are applying.
3. The **Main Body** detailing:
   * your most important qualifications and skills
   * any experience you've had in the workplace with your most recent job listed first.
   * any volunteer activities.
4. **Education and Training Field**. List high school attended and date of graduation (or intended date of graduation or month and year of GED attainment), or college(s) attended, degrees earned (if any) and date(s) of graduation. Also be sure to include any continuing education such as ESL or other classes you've taken since you finished your formal education.
5. **Optional Information**. Optional information on a resume can include membership in particular organizations, especially if you feel it helps define you as an individual; foreign language abilities (always list languages - other than English - of which you are a native speaker); special interests, especially if it supports your job objective. For example, if you're applying for a job as a life guard, it makes sense to include information about your membership on a swim team.
6. **References.** Indicate that references will be available on request. Have ready the names, addresses, and telephone numbers of at least three individuals who know you and will provide favorable information about you, your work-style, and/or personal characteristics. It is preferable to list current or former supervisors as references but you may include teachers, counselors, or volunteer coordinators. References should not include family members.

COVER LETTERS

If you are mailing your resume to a prospective employer, you will need to send a cover letter along with it. A good cover letter introduces you, tells the reader why you are writing and what you are sending. The letter should be neat and concise, summing up what you have to offer and reflecting your individuality.

The first sentence of your letter (called the topic sentence) should tell the reader why you are writing to him or her (i.e. "I am writing to apply for the position of part-time counter help which was advertised in last Sunday's edition of the Seattle News..."). Tell the reader why you are interested in the position and what contribution you feel you will make to the organization. Close your letter by thanking the reader for considering your qualifications and express a willingness to meet soon at his or her convenience. Be sure to date the letter and include your name, address, and telephone number.

BEST COPY AVAILABLE

Resumé Example

BRENDA WONG
1100 9th Ave., #88
Seattle WA 98222
Telephone: (206) 280-4455

JOB OBJECTIVE: Bookkeeping Assistant

SKILLS:

- excellent organizational skills
- rapid 10-key adding machine experience
- typing 40 wpm
- work very well with others
- good time management skills
- strong commitment to work success

EXPERIENCE:

11/87-12/90 Receptionist. Mandarin Metal Works, Peking, China. Greeted visitors to province's largest metal manufacturing works. Managed employee records and work schedules. Assisted supervisors with commercial transactions, placed and filled orders for materials and finished products. Maintained accounts for certain products.

EDUCATION:

China Polytechnical High School, Peking, China. Completed fourth term, earned diploma, August, 1987. Emphasis on vocational bookkeeping and office work.

English as a Second Language program, Asian Counseling and Referral Service Seattle, WA. Ongoing training for developing fluency in English.

VOLUNTEER WORK:

Asian Counseling and Referral Service, Seattle, WA. Assisted in Center's main office, filing and telephone service, for 6 months during 1993. Curently working with incoming client orientation.

LANGUAGES:

Fluent: Mandarin Chinese
Proficient: English

REFERENCES: Available on request

Can you do the job?

Are you a....

fast assembler

careful painter

neat worker

?

Unit 7: **Can you do a good job? Interview Practice Continues**

OBJECTIVES

Participants will:

- learn about what makes a good worker.
- understand the American work ethic and compare it with work in their country.
- continue to practice job interviews and give constructive feedback to each other.
- have a practice interview with an outside person.
- learn how to follow-up the interview with a thank you letter or phone call.

MATERIALS

Handouts: **A good worker is.....**
Interview Rating Forms
Follow Up Thank You Note
Follow Up Telephone Call

Warm up: Brainstorm: A good worker is.....

Purpose: To focus on good work habits. To repeat vocabulary needed for interviews. To talk about cultural differences in the workplace.

- Ask participants to think about what a good worker is like. Write down their responses.
- Give participants the handout, **A good worker .....** Read it together and have participants pronounce the words in parenthesis until they feel comfortable saying them.
- Ask participants if they believe that a good worker in the U.S. is the same as a good worker in their country. How are they different? How are they the same?
- Encourage participants to look for ways to describe themselves with these words and qualities as they talk about themselves to employers. The interview is where the employer is looks for workers with the qualities discussed above.

1. **Activity:** Interview practice continues with participants going over the questions, helping each other with their answers. ***You may remind participants of the previous exercise by saying that companies look for workers who are skilled, accurate, responsible, committed, cooperative, hard working and have initiative.***

2. **Activity:** Practice interviews
Purpose: The participants role-play and observe each other. This gives them a lot of practice with the questions and possible answers in interviews. Also, they learn how to give constructive feedback to each other and sharpen their focus on how to behave in an interview situation.

1) Participants role play interviews in groups of three, with one person playing the interviewer, one person playing the interviewee and a third student acts as an observer. The observer rates the interviewee using a simple rating form, **Interview Rating Form**. You will need one form for each student.

2) When all participants have had a practice interview an outside person can be asked to come and interview the participants in a more formal setting. ***It is very helpful if the Job Developer can come in to interview the participants.***

3. **Activity:** Interview Follow-up
Purpose: To explain the next steps after an interview. Often people are shy about contacting an interviewer or don't know what to say. *These activities may be difficult for some participants since they require a higher level of speaking and writing skills.*

1) Give a **Follow Up Thank You Note** handout to participants. They can use the name and address of the person who did a practice interview with them to write a practice thank you note.

2) Give a **Follow Up Telephone Call** handout to participants. Practice making a follow up call. Read it together. Participants can take turns practicing in pairs.

A good worker.....

.....can do the work. (...*is skilled.*)

.....doesn't make a lot of mistakes.
(...*is accurate.*)

.....does everything they are told to do.
(...*is responsible.*)

.....believes their job is important.
(...*is committed.*)

.....works well with other.(...*is cooperative.*)

.....does a lot of work and does it quickly.
(...*is hard working.*)

.....can give the supervisor ideas to make the work better. (...*has initiative.*)

.....can find work to do without being told.
(...has initiative.)

Interview Rating Form

Applicant's Name:_____

Did Applicant:	good	fair	poor
1. Walk briskly.	3	2	1
2. Shake hands firmly.	3	2	1
3. Introduce self clearly.	3	2	1
4. Have good eye contact.	3	2	1
5. Answer questions completely.	3	2	1
6. Ask interviewer to repeat anything not understood.	3	2	1
7. Look and act self-confident	3	2	1
8. Tell the interviewer he/she wanted the job.	3	2	1

Total Score: _____

Comments or suggestions:

Follow Up Phone Call

- Introduce yourself.
- Say why you are calling.
- Tell the interviewer you are still interested in the job.
- Ask the interview if he or she has made a decision.

Practice this dialog with a partner:

Receptionist: May I help you?

Applicant: Yes. My name is _____ (your name). Could I speak to _____ (interviewer's name), please?

Receptionist: One moment, please.

Interviewer: _____ (interviewer's name) speaking.

Applicant: Hello, _____ (interviewer's name). This is _____ (your name). I had an interview for the job as _____ (job you are applying for).

Interviewer: Oh, yes. What can I do for you?

Applicant: I'm still interested in the job.

Interviewer: That's good. I'm glad you're still interested. I enjoyed talking to you.

Applicant: Have you made a decision about the position?

Interviewer: No, I haven't made a decision . Could you call back next Tuesday morning?

Applicant: Tuesday morning?

Interviewer: That's right.

Applicant: OK. Thank you very much.

Interviewer. You're welcome. Good-bye.

Follow Up Thank You Note

Your name
Address
Phone number

Date

Interviewer
Company
Address

Dear _____:

Thank you for speaking with me today. I really enjoyed talking to you about the hotel and the housekeeping position.

I am very interested in working in your hotel. I am a hard worker and a fast learner. I can do this job well.

I look forward to hearing from you soon.

Sincerely,

(Your Signature)

Keeping a job!

fill out my timesheet

give the instructions slowly

make the sandwiches quickly

speak to the customers politely

set the tables

BEST COPY AVAILABLE

Unit 8 **Keeping a Job**

Objectives:

Participants will:

- learn and practice communication skills:
  - showing that you understand:
    - giving feedback
    - interrupting
    - asking for focused repetition
    - asking for meaning/ checking information
- learn and practice workplace communication skills:
  - dealing with mistakes on the job
  - making polite requests
  - explaining absences from work
  - asking for a change in schedule
  - reporting a problem or make a complaint
- learn about job performance reviews

Materials

Handouts:

Working Words/ Pictures # 1 - 7 and Dialogs
Giving Feedback
Giving Feedback Dialog
Asking for Focused Repetition
Oops! I Goofed
Apologizing and Admitting Mistakes
Apologizing and Explaining
Making Polite Requests
Explaining Absences from Work
OK and Not OK
Child Care Back Up Plan
Asking for a Change in Schedule: Dialog and Problem Solving
Reporting Problems
How to Report a Problem
How Am I Doing?
Vera's Evaluation
Work Performance Evaluation Sheet
Employee Descriptions #1,2,3

Warm up: Working Words/ Pictures #1 - 7
Purpose: To help participants understand words employment related words listed below.

1) Show participants the pictures. Ask if they know what is happening. Define the terms.

1 - hired
2 - promoted
3 - raise
4 - demoted
5 - quit
6 - laid off
7 - fired

2) Ask questions to promote discussion:

Example: fired

How does the employer feel?
How does the employee feel?
Why do people get fired in your country?
Why do people get fired in the United States?
Did you ever get fired?

3) Ask participants which words describe happy events and which ones describe sad events. Present the **Working Words Dialogs**. Participants can practice in pairs.

GENERAL COMMUNICATIONS SKILLS AND PRACTICE:
Purpose:

- Participants will learn about and practice communication techniques. Facilitator explains the technique and the reason for it.
- Participants practice reading dialogs.
- The dialogs can be practiced *without reading* by demonstrating in an actual conversation with a participant and guiding them to use the proper phrase.

1. **Activity: HOW MUCH DO YOU ALREADY KNOW ABOUT U.S. CULTURE?**

Begin with an exercise to find out how much participants know.

Facilitator reads the questions. Participants raise hands to respond to true or false. Facilitator records results on board. Give correct answers (1 is true. 2 is false. 3 is true. 4 is true) and discuss. Discussion leads into the following activities.

Answer true or false:

1. If you don't understand what someone says, it's OK to interrupt and ask for an explanation.

2. Most Americans can speak another language besides English. So they understand how hard it is to speak English as a second language.

3. It is OK to repeat what someone says so you can be sure you understood them.

4. Americans are not comfortable with silence in a conversation. They are more verbal than nonverbal.

1. Giving Feedback
Purpose: To practice verbal and nonverbal ways to give feedback.

Activity 1: Discussion - Handout **Giving Feedback**
Purpose: To talk about problems that happen when a listener does not show they understand by giving feedback. Explain that if Americans don't receive a lot of verbal feedback, they may feel that the other person is not listening, is bored or angry, or that he or she disagrees.

1) Give participants handout. Talk about the picture.
2) Have participants repeat feedback phrases.

Activity 2: Giving Feedback Practice Dialog
The facilitator can read the supervisor's part and the participant can just use feedback techniques, say "OK", or "I understand", etc. If participants can read they can take turns in the dialog.

2. Interrupting

Purpose: To explain when and how to interrupt a speaker. The word "interrupt" usually has a negative meaning in English. A person who interrupts does not let the other speaker finish speaking. Americans often become impatient or angry with someone who interrupts too often. However, in an interaction with someone form another culture, it is sometimes necessary to interrupt politely to ask a question. Most Americans will expect to be asked right away if there is a question about understanding something they have said.

Phrases for Interrupting Politely:

"Excuse me, I don't understand."

"I'm sorry, but I have a question."

"Could I ask a question?"

"Sorry to interrupt, but I didn't understand."

"Could I interrupt for a quick second?"

"Just a quick interruption, if it's okay."

Activity : Interrupting Practice

Purpose: To practice interrupting.

1) Facilitator explains again that interrupting is OK if one must ask a question.

2) Facilitator writes the interrupting phrases on the board. The class practices saying the phrases together.

3) Facilitator asks participants to listen while he/she reads a paragraph (Choose paragraph A for easy or B for more difficult English level.). Participants must ask every time they hear a word or phrase that they don't understand. After the exercise, ask the follow-up questions.

Example: *Facilitator: "I am going to talk about how Americans feel about quitting a job."*

Participant: "Uh, excuse me, but what does 'quitting' mean?"

Paragraph A

I am going to talk about how Americans feel about *quitting a job*. Sometimes people decide that they do not want to continue working at their *present job* and they decide to quit. It is important that they understand their c*ontract* when they quit. Usually it is necessary to *give at least two weeks'* notice before quitting. If you belong to a *union*, they can sometimes help you get better *wages or working conditions*.

quitting a job - leaving a job
present job - job you have now
contract - work agreement
give at least two weeks' notice - tell the employer that you plan to quit two weeks before you will quit
union - organization of workers
wages - pay, salary
working conditions - work hours, safety on the job, etc.

Paragraph B

If you are in a *union*, you must pay *dues* each month. This is used by the union to help you. At some workplaces, the dues are *deducted* from you paycheck; at other, you are responsible for paying your own dues.

One important job unions do is to help workers get good work *contracts*. The contract describes the working hours, *wages*, *benefits* and *grievance procedures* workers will have.

union - organization of workers
dues - money you pay
deducted - taken out of your pay
contracts - agreements between employers and workers
wages - pay, salary
benefits - extra things that your employer pays for like health insurance, paid vacations, pension/ retirement plan
grievance procedure - ways for solving problems t work

Questions:

1. Did you give <u>nonverbal signals</u> (a frown, raised hand) that you wanted to interrupt?
2. Did the facilitator notice your signal?
3. Did you have to speak to get the facilitator to stop and let you ask a question?
4. Did you have any difficulty interrupting the facilitator?

3. Asking for Focused Repetition

Purpose: To explain that when you ask someone to repeat something, it helps to tell them *exactly* what word or phrase you need to hear again. This is called focused repetition.

Often in cross-cultural communication if a non-native speaker says "I don't understand" the American will not know what part to repeat and goes through the whole sentence or explanation, *sometimes even more quickly!*

Ways to ask for Focused Repetition:

1. Use question words: **Who What Where When Why How**
   example: **"Where** do you want me to put it?"

2. **Repeat** the word(s) that came just before the word you want repeated. Make your voice rise as it would with a question.
   example: A: "Put the boxes near the freight elevator."
   B: "Put them near the.....?" (The speaker then repeats freight elevator.)

3. If you cannot repeat the words the other person has said, ask the speaker directly.
   example: "**Could you say that last part again**?"
   "Could you repeat what you said after_____?" (Say the part of the sentence that you can say.)

Activity: Asking for Focused Repetition

1) Facilitator explains what focused repetition is and gives examples (above).
2) Participants work with a partner taking turns reading or saying the sentence.

If you are person A, when you see three X's (XXX) in the sentence, *cover your mouth* and say the words in parenthesis. Person B should not hear the words clearly.

If you are person B,

1. *repeat the word or words* before the unclear ones and use a question voice, or
2. use a question word in place of the unclear words.

If you are person A, *repeat* the words, but clearly this time.

Example: A: "Give me the XXX (chalk)."
B: " Give you the .....?"
A: "Chalk."

Example: A: "My child is feeling XXX (sick)."
B: "Feeling how?
A: "Sick."
B: "Oh. That's too bad."

4. Asking for Meaning/ Checking Information

Purpose: People often ask for *repetition* when they really need **explanation**. To ask for meaning or check information requires questions that show an explanation is needed.

Ways to Ask for Meaning:

1. Try to repeat the word or phrase that you didn't understand. Use a question voice.
2. Ask for spelling.
3. Repeat the word or phrase and say, "I don't understand that." or "Excuse me. What does_____mean?"
4. Check to see if you heard correctly. Say, "I'm sorry, did you say _____?"

Practice Asking for Meaning/ Checking Information:

1) Facilitator explains the phrases that ask for meaning (above).

2) Participants work with a partner. Facilitator asks them to tell each other how to do something, for example, how you did your last job or how you cook something.

3) Participants use the language necessary to ask for meaning to ask their partner to explain anything they do not understand.

WORKPLACE COMMUNICATIONS SKILLS AND PRACTICE:

5. **Making Mistakes**

Purpose: Look at cultural differences about making mistakes. Also, this exercise can give an understanding to the facilitator of what participants already know about the language for apologizing, explaining and helping to correct a situation when a mistake has been made.

Activity 1: OOPS! I GOOFED!

The worksheet can be done orally with facilitator asking the questions and guiding the discussion.

Activity 2, 3, 4: Apologizing and Admitting Mistakes
Apologizing and Explaining
Making Polite Requests

Use these worksheets for additional practice.

6. Explaining Absence From Work

Purpose: To emphasize the importance of attendance and to practice calling in to explain an absence. A leading reason for people being fired from their jobs is too many absences. Only in the case of an emergency or serious illness should a worker stay home. Explain what an emergency is. *Also, reliable transportation and child care must be arranged before a person takes a job.*

Activity 1: Practice Explaining Absence From Work

Participants will practice the dialog in pairs.

Activity 2: OK and Not OK

Purpose: To discuss good and bad reasons for missing work. The reasons can be read by the facilitator if reading is a problem.

Discussion: Child Care Back-up Plan

Go over Child Care Back-up Plan form with participants. Help them see the importance of having another plan if their baby-sitter or child care plan doesn't work. They may not be able to do this right away and some may claim that there is absolutely no one else they can turn to. Explain that this must be resolved **before taking a job**. Encourage people in the class to help each other think creatively about the situation. Of course, if there is no immediate solution and if this is true for many, this problem goes on the Barrier to Employment list and on the Parking Lot list!

7. Asking For a Change in Schedule

Purpose: To explain that most new employees especially in entry level jobs do not get a choice about schedule. After an employee has proven him/herself a request can be made to make a schedule change.

Warm Up: Discussion: Ask participants the following questions:

When you are hired you start with a schedule of hours. There are three kinds of shifts: day shift, 8 a.m. - 4 p.m., swing shift, 4 p.m. - midnight, and night shift, 11 p.m. - 7 a.m.

Sometimes you must change your schedule.

1. How do you change your schedule?

2. When do you ask to change your work schedule?

3. Is it difficult for your supervisor to change your schedule? Why?

Activity 1: Asking for a Change in Schedule Dialogs
1) Facilitator reads the dialogs and the class answers the questions. If participants are able they can read the dialogs in pairs.

2) Facilitator reminds the class:

Remember:
These are things to do to change your work schedule:
1. State your needs. Do not demand, but ask.
2. Give a good reason.
3. Be flexible. You may not get exactly what you want.
4. Give your supervisor as much time as possible to make the change. (Always talk to your employer at a good time, when it's not very busy.)

Activity 2: Practice: Asking for a change in schedule
Participants work in pairs or with the facilitator using the following scenarios on the handout **Asking for a Change in Schedule - Problem Solving.**

8. How to Report a Problem

Purpose: To help participants understand when, how, and to whom to report a problem.

Warm Up: Dialog

1) Facilitator reads the dialog to participants.
2) Facilitator asks the questions to begin a discussion about speaking up at work.

Mr. Smith:	What happened to the windows in back? Only half of them are clean.
Rajan:	I couldn't reach the top.
Mr. Smith:	Why didn't you ask for a ladder?
Rajan:	I'm sorry. I thought you would be angry.
Mr. Smith:	Well, I'm angry now. You should have asked.

Questions:
1. Why were some windows dirty? Why didn't Rajan clean them?
2. Why didn't' he ask for a ladder? How did he feel?
3. How does Mr. Smith feel? What is he angry about?

Activity 1: Reporting Problems

Purpose: To discuss situations where reporting a problem is important. Also to talk about other people who can help, like a union representative or payroll clerk.

Facilitator - gives participants the **Reporting Problems** handout.
- reads and explains each situation.
- asks the questions.

Activity 2: How to Report a Problem

Purpose: To give participants sample language to report problems.

1)Facilitator explains that there are three simple parts to reporting a problem.

Polite opener	Stating the problem	Asking for help
Excuse me.	My machine is broken.	What should I do?
I have a problem.	I need a ladder.	Do you know where it is?
I'm sorry.	I ran out of window cleaner.	Where can I get some?
May I see you?	I think my paycheck is wrong.	Can you check it for me?

2) Give participants the worksheet or simply describe the situation for them and they practice asking for help.

9. **Discussion:** Worker Evaluations: **How Am I Doing?**
Purpose: To educate participants about how employees are evaluated. Most companies will review a workers performance at least every six months. It is important for new workers to know this and be able to respond to any corrections in their work.

1) Give participants the handout HOW AM I DOING? Ask what they think is happening. Read to them the conversation and the questions below.

2) To class: To *evaluate* means to tell how good or how bad something is. When employers evaluate employees, they say how well or how badly an employee does the job. Employers evaluate employees' job skills, but they also evaluate other things.

In the U.S. employers do job performance evaluations regularly. Sometimes they are every six months. Sometimes they are every year. Your supervisor usually does the evaluation.

Evaluations shows your strengths and your weaknesses. This helps you to do your job better. Supervisors also use your evaluation to decide to promote you, fire your or give you a raise.

How are employees evaluated in your country?

What do employees evaluate in your country?

2. Activity: Vera's Evaluation (Dialog)
Purpose: To introduce the idea of an employee evaluation. This dialog also introduces some workplace vocabulary that is useful. Participants can read it aloud or two people can role-play the evaluation.

Some questions you may ask are:

What do you think Eva's job title is?
What does Eva do well?
What does Eva need to improve?
Did Eva get a raise? How much was it?

3. Activity: Practice completing evaluation forms. This is for B-1 or B-2 level English.

1.) Go over sample evaluation form, **Work Performance Evaluation Sheet.**

2.) Give participants **Employee Description #1** and an evaluation form and do an evaluation together.

NOTE: Several descriptions may talk about the same performance area.

For example: "types 70 wpm accurately" shows above average or 4 in *accuracy.*

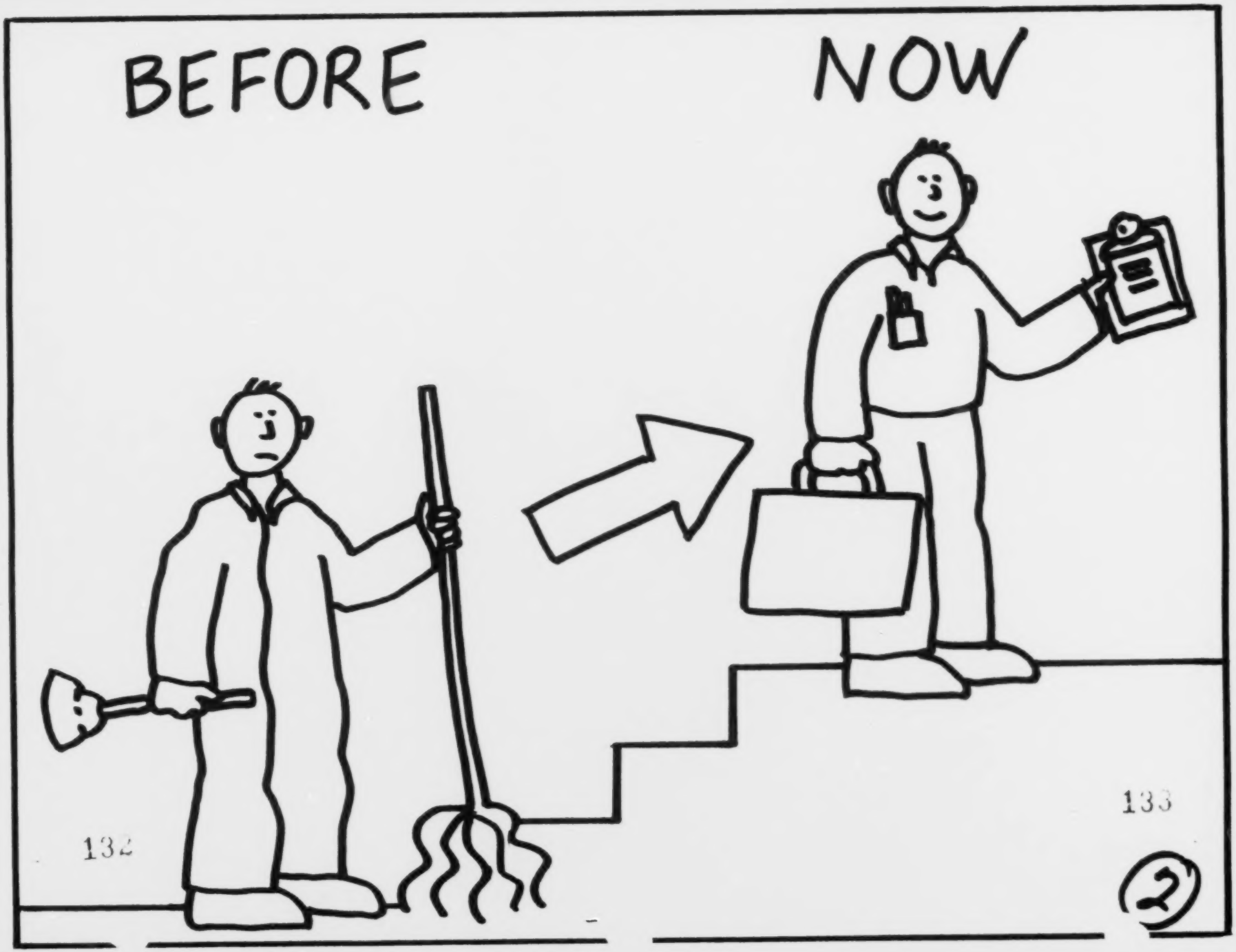
"takes 30 minute breaks" when rule is 20 minutes

and

"arrives about 8:10 a.m. 3 out of 5 working day's" would show poor or 1 in *commitment*

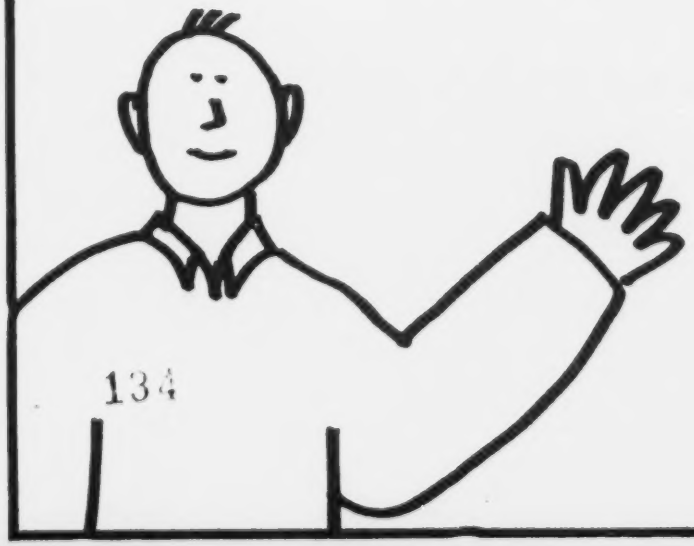
3.) Give some participants copies of **Employee Descriptions #2** and others **Employee Description #3.** Participants will work in pairs and must decide together how to rate the employee. After they finish, participants share their results with the class.

Welcome


BEFORE
NOW
132
133

BEFORE

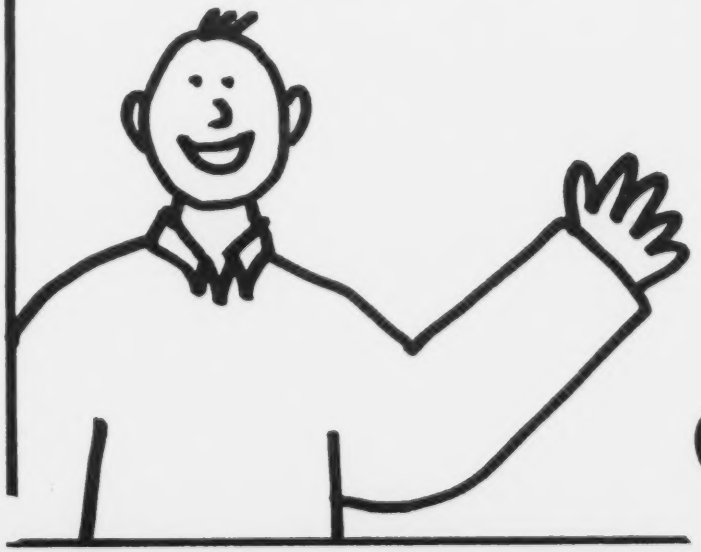
$6.50/hr.



134

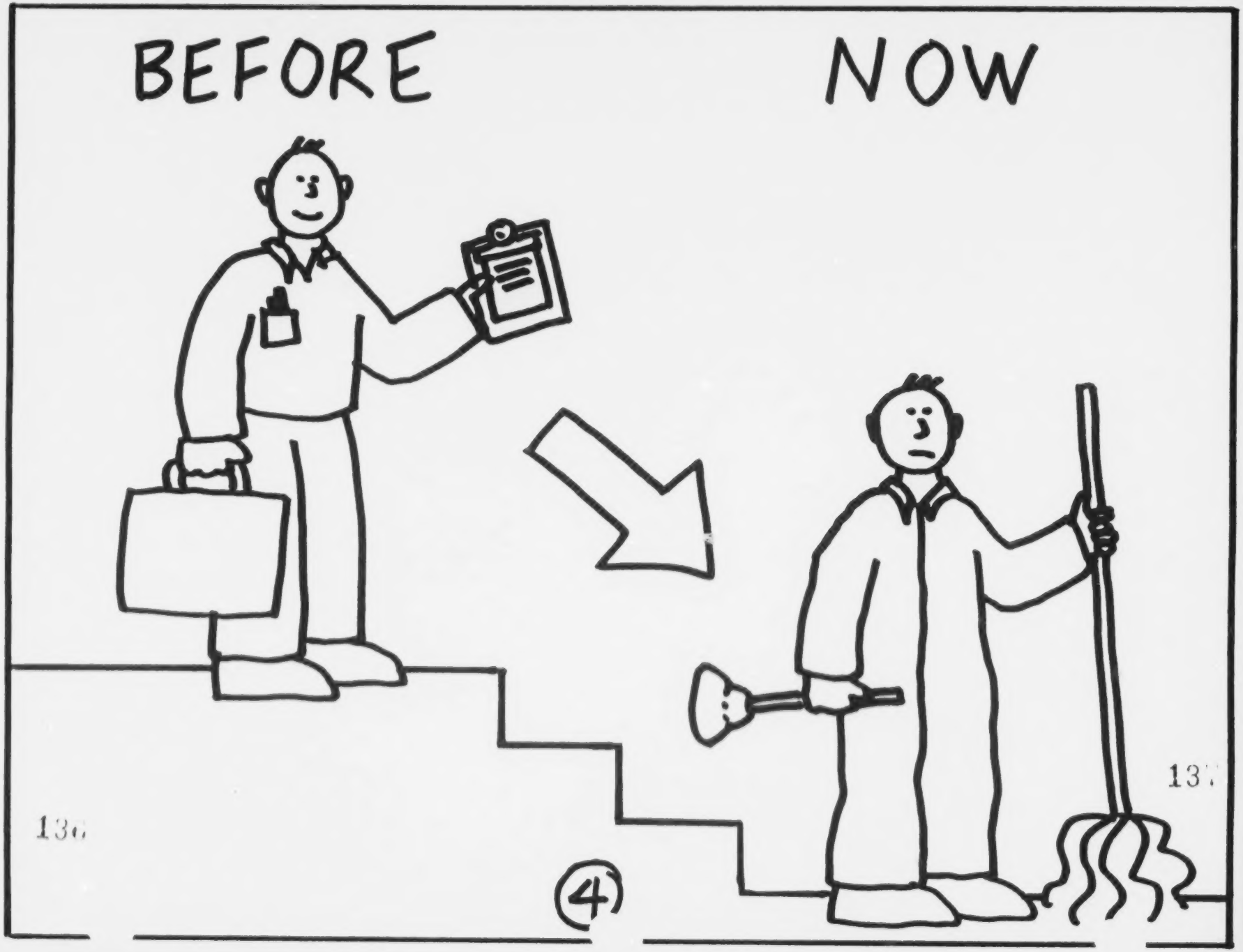
NOW

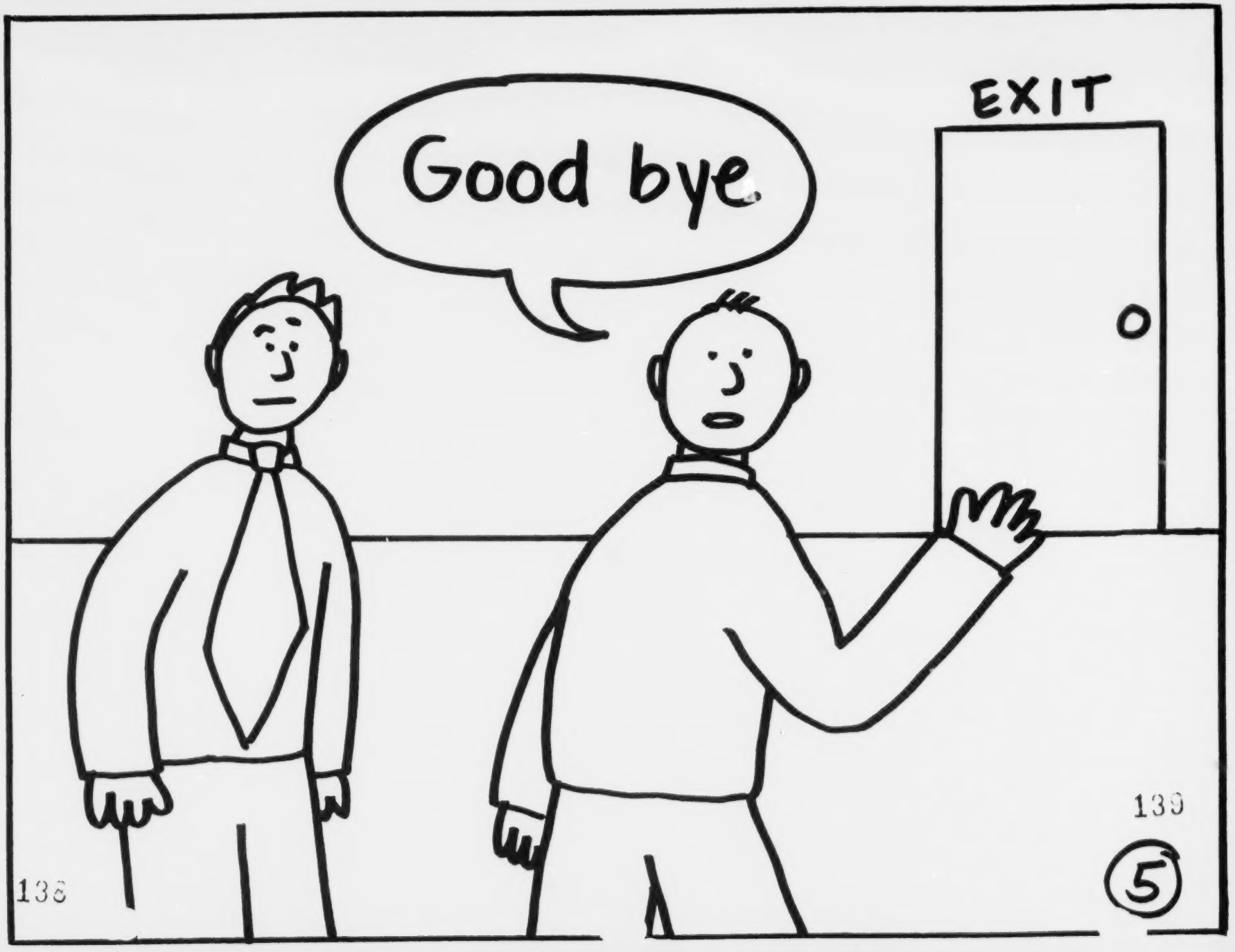
$7.80/hr.

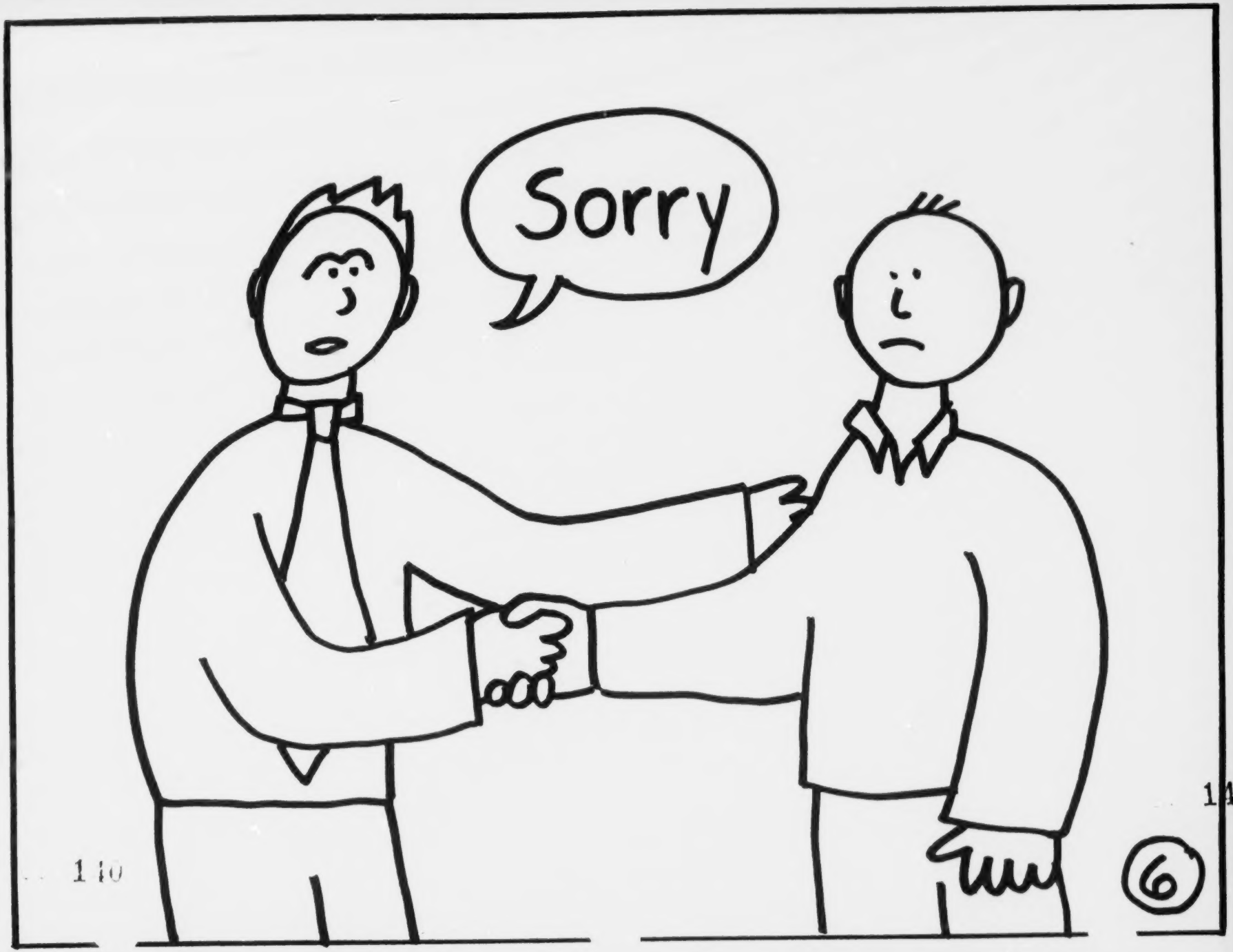


135

3


BEFORE
NOW
136
137
4


Good bye
EXIT
136
136
5


Sorry
6

Good bye
EXIT
7

Working Words

"Happy" working words:_____

_____

"Sad" working workds: _____

_____

1. Substitute a "happy" working word in the dialog. Work with a partner and take turns being A and B:

A: Hi, _____. How are you?
(partner's name)

B: Great! I got _____ yesterday.
(working word: ex. *a raise*)

A: Really!? That's great! Congratulations!

2. Substitute a "sad" working word in the dialog. Work with a partner and take turns being A and B:

A: Hi, _____. How are you?
(partner's name)

B: Not so good. I got _____ yesterday.
(working word: ex. *got fired*)

A: Really? That's too bad. I'm sorry to hear that.

GIVING FEEDBACK

Americans ask for feedback when they say things like:

"You got that?" *"Do you understand?"* *"Okay?"*

"Am I making myself clear?" *"You know?"* *"Okay, any questions?"*

"Do you know what I mean?" *"Got that?"*

Ways to give feedback:

Verbal:

"Oh. Sure."	"Yeah..."	"Well..."
"Uh huh."	"Uhm mmm..."	"Uh..."
"Oh. I see."	"Hmmm?....."	"All right."
"Okay."	"I understand."	"I don't understand."

*Non*verbal:

Make eye contact with the speaker.
Smile.
Nod your head.
Look confused when you don't understand.
Look surprised when something surprises you.

GIVING FEEDBACK DIALOG

A supervisor and a worker are in a hotel kitchen. She supervisor is explaining to the worker how to use the dishwasher. One person reads the part of the worker and the other reads the supervisor's part. Every time the worker sees a blank line (_____), he or she will give feedback that means, "I'm listening and I understand."

The worker will use the following phrases:

"Uh huh." "Oh, I see." "Okay." "Uhm hmm." "All right."

Supervisor: "Okay, for this job you need to wear gloves."
Worker: "_____" (Worker finds a pair of gloves and puts them on.)

Supervisor: "All right. Now, first you make sure that this light is off." (The supervisor points to the light.)
Worker: "_____"

Supervisor: "And then you move this part..."
Worker: "_____"

Supervisor: "...like this and open the door carefully and watch out for the steam."
Worker: "_____"

Supervisor: "Wait a few seconds for the dishes to cool down..."
Worker: "_____"

Supervisor: "...and then you can unload everything."
Worker: "_____"

Questions:
1. Did the worker give feedback <u>after every sentence</u>?
2. Did the worker ever give feedback <u>in the middle</u> of the speaker's sentence?
3. In your own language and culture:
   - How often do you give feedback when your are listening? In the middle of the sentence? Only at the end of the sentence? After two or three sentences?
   - Are you completely quiet when you listen?
   - Do you give nonverbal feedback?

(If you are not sure about your answers try reading the dialog with someone form your own culture in your own language. Compare how you give feedback in you own language with the way the worker does it in English.)

ASKING FOR FOCUSED REPETITION

Participant A: Read the sentences. (Facilitator can play person A if reading is a problem.)
Participant B: Ask focused repetition questions.

Take turns being A and B

Ways to ask for Focused Repetition:

1. Use question words: **Who What Where When Why How**
   example: **"Where** do you want me to put it?"

2. **Repeat** the word(s) that came just before the word you want repeated. Make your voice rise as it would with a question.
   example: A: "Put the boxes near the freight elevator."
   B: "Put them near the.....?" (The speaker then repeats freight elevator.)
3. If you cannot repeat the words the other person has said, ask the speaker directly.
   example: "**Could you say that last part again**?"
   "Could you repeat what you said after_____?" (Say the part of the sentence that you can say.)

1. A: "I think my child has the XXX (measles)."
2. A: " We have to come to work tomorrow at XXX (6:30)."
3. A: "There's a lot of traffic on XXX (Rainier Blvd.)."
4. A: " Give these to Mr. XXX (Baxter)."
5. A: "That box goes XXX (under) the table."
6. A: " Don't forget to XXX (fill out) your time card."

OOPS! I GOOFED!

What do you do if you make a mistake at work? Look at the possible things you can do. Write **YES** for by the *good ideas* and **NO** by the *bad ideas* for your country and for the United States.

	Your Country	U.S.
1. Admit that you made a mistake.	_____	_____
2. Say it was someone else's fault. (maybe the boss's fault or your co-worker's fault)	_____	_____
3. Make an excuse like, "The sun was in my eyes"	_____	_____
4. Don't say anything and leave early before anyone notices.	_____	_____
5. Try to correct the mistake, but don't tell anyone.	_____	_____
6. Learn how to do the work right. You don't want to make the same mistake again.	_____	_____
7. Get angry with yourself.	_____	_____
8. Get angry with everyone around you.	_____	_____
9. Laugh about it.	_____	_____
10. Apologize. (Say, "I'm sorry.")	_____	_____

Apologizing and Explaining

He was late for work this morning.

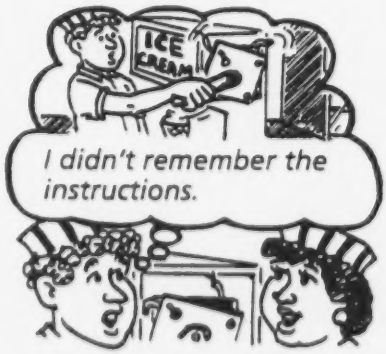
A. I'm sorry I was late for work this morning.
B. That's all right.
A. The reason is that I missed the bus.
B. I understand. Don't worry about it.

1. She didn't come to work yesterday.

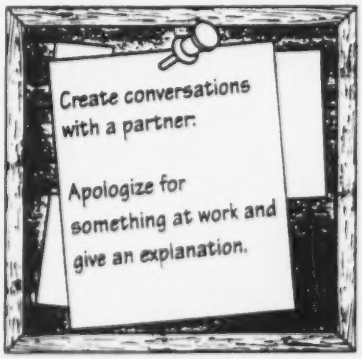
2. He left the lights on last night.

3. She missed the meeting this morning.

4. He forgot to lock the cash register yesterday evening.



5. He broke* the ice cream machine.

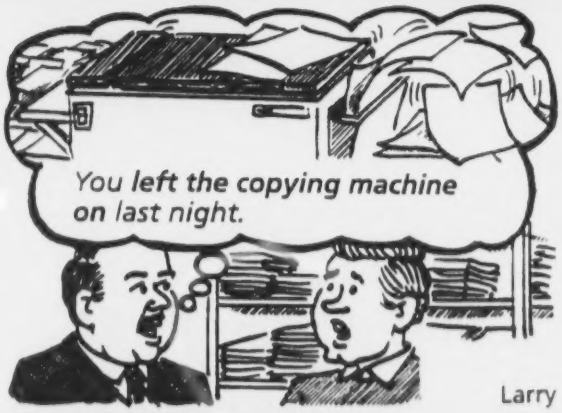


* break – broke

BEST COPY AVAILABLE

from DAY BY DAY, ENGLISH FOR EMPLOYMENT COMMUNICATION PRENTICE HALL REGENTS

Apologizing and Admitting Mistakes



A. Barbara?

B. Yes?

A. You didn't turn off the lights after work yesterday.

B. I apologize. I promise I'll turn them off in the future.

A. Larry?

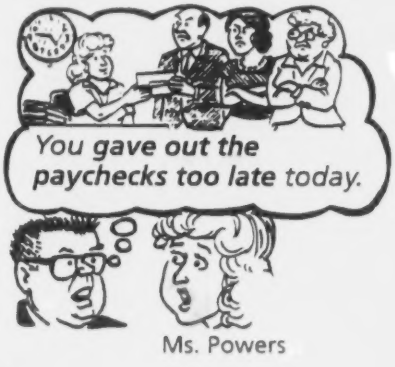
B. Yes?

A. You left* the copying machine on last night.

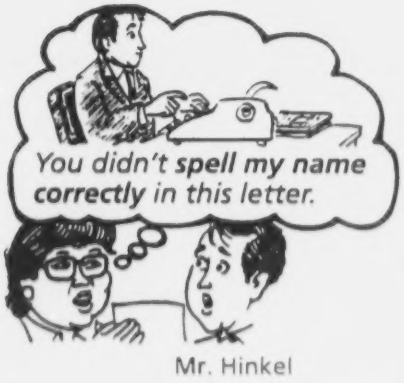
B. I apologize. I promise I won't leave it on again.

1.

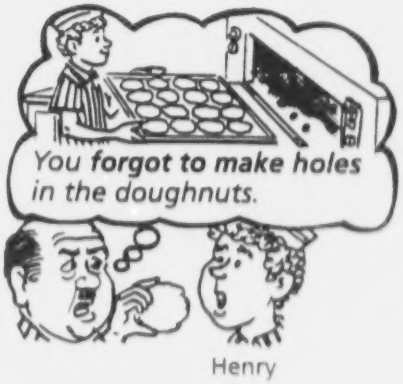
2.



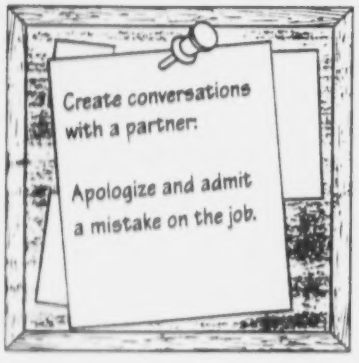
3.



4.



5.



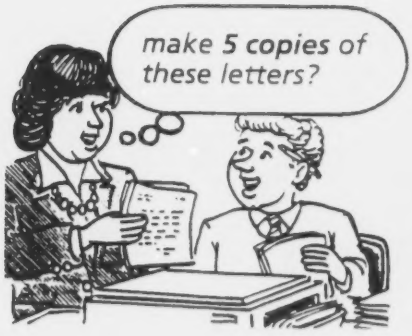
* leave–left

BEST COPY AVAILABLE

from DAY BY DAY, ENGLISH FOR EMPLOYMENT COMMUNICATION PRENTICE HALL REGENTS

Requests

A. Could you please hand me a screwdriver?
B. A screwdriver? Okay.
A. Thanks.
B. You're welcome.



1.

2.

3.

4.

5.

from DAY BY DAY, ENGLISH FOR EMPLOYMENT

EXPLAINING ABSENCES FROM WORK

It is 7:45 in the morning. Boris has the flu. His fever is 102 degrees. He is calling his supervisor at work:

Secretary: American Building Maintenance. Can I help you?
Boris: Yes, may I speak to Charlie Jones please?
Secretary: Just a minute please.

Charlie: Hello. Charlie Jones speaking.
Boris: Hello. This is Boris Vlasyuk.
Charlie: Hello, Boris. What can I do for you?
Boris: Charlie, I won't be in today?
Charlie: What's the problem?
Boris: I have the flu.
Charlie: That's too bad. Do you think you'll be in tomorrow?
Boris: Sorry. What did you say?
Charlie: Are you coming back tomorrow?
Boris: I hope so.
Charlie: Okay. I hope you feel better.
Boris: Thanks. Good-bye.

Role Play: After participants practice the dialog ask for volunteers to do a role play with you as the supervisor for the following situations. Ask class to give feedback about the conversation.

1. Your child is very sick. She has to stay home for one day. You can't get a babysitter because the child is contagious until tomorrow.

2. Your car broke down on the way to work.

3. You broke your arm last night. Your arm is in a cast but the doctor wants you to rest for two days before going back to work.

OK AND NOT OK

REASONS FOR BEING ABSENT FROM WORK

Read the following reasons for being absent from work. If the reason is acceptable, write **OK**. If the reason is not acceptable, write **Not OK**.

_____ 1. You have the flu.

_____ 2. You are too tired.

_____ 3. Your car won't start.

_____ 4. You are moving today. You told your manager two weeks ago.

_____ 5. You broke your leg yesterday.

_____ 6. Your brother just arrived from Thailand and is staying at your house.

_____ 7. Your wife had a baby last night.

_____ 8. You have to go to your grandfather's funeral.

_____ 9. Your children are sick. Yesterday your wife stayed home with the children, but today she is going to work and you have to stay with the children.

_____10. You are going to go to a family meeting in another state. You will be gone a week, but you have used all your vacation days for this year.

Child Care Back-Up Plan

It is important to have child care back-up plans so that you will not be absent from work too many days. When your children are sick or your baby-sitter is sick, or there is no school, you must have someone who can be with them. This must be done before you take a job.

Please write down three child care plans you can use if your usual plan doesn't work.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

My child care back-up plan is not complete. I will look at these child care back-up plans immediately:

- ☐ Family members
- ☐ Friends
- ☐ Neighbors
- ☐ Daycare (summer)
- ☐ Church members
- ☐ I meet new people at my children's school's PTA, co-op or tenants association.
- ☐ Trade a work day (if you are absent on Tuesday, then work Saturday.)
- ☐ I will work an opposite schedule from my spouse and there will always be someone home for the children.
- ☐ I will take turns staying home with my spouse when the children are sick or on vacation.
- ☐ I will use my vacation time.
- ☐ I will arrange to take unpaid time off from my job.

Asking for a Change in Schedule Dialogs

Dialog 1:

Peter: Mr. Walters! I need to talk to you. You have to change my work schedule to the day shift!

Mr. Walters: That's very interesting. I have to change your schedule. And is there a good reason for this - demand?

Peter. Well, I have a new girlfriend! Right now we're on opposite shifts, so there's no time to see her.

Dialog 2:

Phuong: May I speak with you Mrs. Garcia?

Mrs. Garcia: Sure, Phuong, how can I help you?

Phuong: I need to change my work schedule. My class starts tomorrow morning so I need to work the swing shift.

Mrs. Garcia: Well, I'm glad you are studying but I cannot change your schedule so quickly. I'll see what I can do but you may have to wait until next quarter.

Dialog 3:

Mariya: Mr. Black, may I speak to you for a moment? If it is possible, I really need to change my schedule to the evening shift.

Mr. Black: Why do you need to change your schedule?

Mariya: My children are going to be home in the morning, and I need to take care of them.

Mr. Black: Well, Mariya, I understand your problem. But I need some time to make a new schedule. Can you wait for two weeks?

Mariya: Of course, I can wait for two weeks. The children get out of school in three weeks. Would that be long enough for you to make the change?

Questions:

1. Do you think Mr. Walters will agree to change Peter's schedule? Why?

2. Phuong did not get her schedule changed and she has to wait to go to school. What did she do wrong?

3. Do you think Mr. Black will change Mariya's schedule? Why?

ASKING FOR A CHANGE IN SCHEDULE - Problem Solving

Work with a partner. What should they do??

Remember:
These are things to do to change your work schedule:
1. State your needs. Do not demand, but ask.
2. Give a good reason.
3. Be flexible. You may not get exactly what you want.
4. Give your supervisor as much time as possible to make the change.

(Always talk to your employer at a good time, when it's not very busy.)

1. Dung's car isn't working, and she needs to come to work by bus. She is afraid to travel at night. She wants to work the day shift. How should Dung ask for a change in her work schedule?

State your needs.
Dung:_____

Give a good reason.
Dung:_____

Be flexible.
Supervisor: I can work out a change. I need some more time, though. Can you wait until the end of the month?
Dung:_____

2. Antonia's sister is returning to Mexico and can't take care of her children anymore. Antonia can work only the night shift. That way her husband can take care of the children.

State your needs.
Antonia: _____

Give a good reason.
Antonia: _____

Be flexible.
Supervisor: I will speak to the other housekeepers. Can you work the day shift some of the time?
Antonia: _____

REPORTING PROBLEMS

Work with a partner:

Here are some problems. Do you think you should tell your supervisor about them?

	yes	no	sometimes/ maybe
1. You run out of supplies.	___	___	___
2. You need to go to the doctor during work.	___	___	___
3. You feel sick.	___	___	___
4. You can't keep up with the work.	___	___	___
5. You don't understand part of the job.	___	___	___
6. You see another worker stealing.	___	___	___
7. You think your boss is treating you unfairly.	___	___	___
8. You broke your machine.	___	___	___
9. You think your paycheck is wrong.	___	___	___
10. You see another worker leaving early.	___	___	___
11. You make a mistake.	___	___	___

Questions:

1. What will happen if you report each of these problems?
2. Will your supervisor be angry? Will other workers be angry?
3. Will you get in trouble? Will your supervisor be glad? Will your supervisor help you?
4. If you don't tell your boss, who should you tell: nobody, another worker, a union representative, or someone else?

HOW TO REPORT A PROBLEM

To report a problem, use a polite opener, state the problem, ask for help.
Ask participants to add to these lists:

Polite opener	Stating the problem	Asking for help
Excuse me.	My machine is broken.	What should I do?
I have a problem.	I need a ladder.	Do you know where it is?
I'm sorry.	I ran out of window cleaner.	Where can I get some?
May I see you?	I think my paycheck is wrong.	Can you check it for me?

Practice:
Work with a partner.

1. Report these problems to someone.
2. Tell who you would ask for help.

1. Your machine isn't working.
   example: Worker: Excuse me. Do you have a minute?
   Supervisor: What's up?
   Worker: My machine isn't working. Could you help me with it?

2. You ran out of price tags and you don't know where to get them.
3. You don't know how to turn off your machine.
4. Your vacuum cleaner bag is full. You don't where to find a new one.
5. You feel sick.
6. You can't remember what to do.

HOW AM I DOING?

Before You Read

(making predictions, relating experiences to reading, establishing prior knowledge)

Look at the pictures.

Talk about the pictures with a partner.

Read the questions.

Write the answers on the lines.

1. What do you see in picture 1? _____

   In picture 2? _____

2. How do you think the employee in picture 1 feels? _____

   How do you think the employee in picture 2 feels? _____

3. When does your supervisor evaluate you (tell you if you are doing a good job or a bad job)? _____

from Workskills Book 1, Prentice Hall Regents

BEST COPY AVAILABLE

VERA'S EVALUATION

Mrs. Nelson, the manager of Thrifty Department Store calls Eva into her office.

Mrs. Nelson: Hi, Eva. It's time for you six-month *evaluation*.

Eva: What' a six-month evaluation?

Mrs. Nelson: An evaluation is when I tell you about the thinks you do well in your job. I also tell about the things you need to *improve*. All our employees have an *annual* evaluation. New employees also have a six-month evaluation.

Eva: Oh, now I understand.

Mrs. Nelson: Eva, I like the way you help the customers. You smile and listen to them. You try to answer their questions. You also do a good job putting the *stock* on the shelves and putting the price signs where the customers can read them.

Eva: Thanks, Mrs. Nelson.

Mrs. Nelson: There are two things I want you to improve. When you hear a cashier call for a *price check*, go immediately to help. Our customers don't like to wait at the cashier. Also, when there is a problem with the stock, come to me *immediately*. Don't wait If I'm not here, write a note and put is on my desk.
Keep up the good work. Your next check will have a 50c per hour *raise*. No please sign your evaluation form.

Eva: OK and thanks, Mrs. Nelson.

improve - do better
annual - once a year
evaluation - a supervisor's opinion about how well or badly you do a job
price check - to ask for the price of something that has no price on it
immediately - without waiting; right now
stock - the things a store sells
raise - an increase in the money you make

Work Performance Evaluation Sheet

Name: _____

Use the following scale to rate work performance.

5 = Excellent
4 = Above average
3 = Satisfactory
2 = Poor
1 = Completely unacceptable

Rate the worker's performance. Put a check in the column that describes his or her performance.

Areas for Evaluation:	**1**	**2**	**3**	**4**	**5**
1. *skills*	___	___	___	___	___
2. *accuracy*	___	___	___	___	___
3. *responsibility*	___	___	___	___	___
4. *commitment*	___	___	___	___	___
5. *initiative*	___	___	___	___	___
6. *cooperation*	___	___	___	___	___
7. *amount of work*	___	___	___	___	___
8. *communication*	___	___	___	___	___

skills - Can he/she do the work?
accuracy - Does he/she make mistakes?
responsibility - Does he/she do their job duties? Is he/she always on time?
commitment - Does he/she believe the job is important?
cooperation - Does he/she work well with others?
amount of work - How much work does he/she do? How fast?
initiative - Does he/she offer ideas and does he/she do work without being told?
communication - Does he/she understand directions, ask questions, speak up when there is a problem?

EMPLOYEE DESCRIPTION #1

Employee: Lan Nguyen

Job Title: Senior Clerk Typist

Job Duties: Answers phones; types; trains and supervises six workers; organizes files.

Job Setting: A large corporation

Company Rules: Work hours: 8:00 a.m. to 4:30 p.m.
Breaks: 20 minutes each

Performance:
- types 70 wpm (words per minute) accurately
- friendly; likes to talk with co-workers
- takes 30-minute breaks
- almost always absent on Mondays; absent 6 days in the last 6 months
- attends night classes for training
- arrives about 8:10 a.m. 3 out of 5 working days
- always meets deadlines (always finishes work on time)
- usually takes incomplete messages on the phone

EMPLOYEE DESCRIPTION #2

Complete an Employee Evaluation Form for this employee:

Employee: Amina Mohamed

Job Title: Laundry Worker

Job Duties: Sort laundry; operate large washing and drying machines; fold laundry; count laundry items and keep records; pack laundry for shipping.

Job Setting: Large nursing home

Company rules: Work hours: 6:00 a.m - 2 p.m.
Breaks: 15 minutes each

Performance:
- keeps good records, no mistakes
- friendly and helpful to other workers
- usually takes 20 minute breaks
- arrives 5:55 a.m. most days; goes home at 2 p.m.
- works slowly, usually does not finish work
- did not report broken dryer at end of last shift

EMPLOYEE DESCRIPTION #3

Complete an Employee Evaluation Form for this employee:

Employee: Roberto Gonzalez

Job Title: Janitor

Job Duties: General cleaning: sweep, mop, vacuum and wax floors; empty trash; clean window, railing, elevators, walls.

Job Setting: A large high school

Company Rules: Work Hours: 5 p.m. - 1:00 a.m.
Breaks: dinner - 30 minutes
other - 15 minutes each

Performance:
- arrives about 4:45 and leaves at 1:00 a.m.
- sometimes forgets to empty trash
- attends class during day for boiler repair and maintenance
- sometimes comes in earlier for special events (does extra work)
- reports unsafe conditions immediately to supervisor
- absent 3 times in last 6 months
- usually takes 45 minute dinner breaks
- always asks questions when doesn't understand directions

Making Money $

HOW OLD ARE YOU?
40 YEARS
HOW MUCH EXPERIENCE HAVE YOU HAD?
50 YEARS
THAT'S IMPOSSIBLE! HOW CAN YOU HAVE 50 YEARS EXPERIENCE IF YOU ARE BUT 40 YEARS OLD?
OVERTIME...
UE News

BEST COPY AVAILABLE

Unit 9 **Making Money; Benefits; Workers' Rights; Unions**

OBJECTIVES

Participants will learn about:

- pay, deductions, benefits, work schedules.
- labor unions, workers' rights, discrimination.
- employment related forms:
  W-4, I-9 Employment Eligibility Verification

MATERIALS

Handouts:

Understanding Paychecks
Paystub Practice 1,2
Understanding Paycheck Deductions
Benefits Dialog
Benefits Definitions/ Quiz
Worker Interview
Work Schedule #1, #2
Grievance
Union Definitions
Health and Safety Laws
English Test
No Raise #1, #2
Pay and Work Hours Laws
Case Studies
W-4 Form
I-9 Form

Warm up: How much do you take home??

Purpose: To help participants understand the system of deductions from paychecks.

Read with class **Understanding Paycheck Deductions.**

Answer the questions and discuss whether there are paycheck deductions in their native country.

1. **Activity**: Reading a Pay Stub

Purpose: To help participants become familiar with pay stubs and learn how to read them. ***Remind participants to save their pay stubs. They may need them to get Food Stamps, Financial Aid or to figure out pay problems.***

- Give participants the handout **Understanding Paychecks**.
- Explain the Definitions.
- Class does matching column.

2. **Activity:** Practice with **Pay Stubs, Worksheets 1, 2**

Use sample pay stubs and answer questions. Participants work in pairs. It will be helpful to make overheads of these so that you can go over the answers together.

3. **Activity: Benefits Dialog**

Read the dialog together. Ask the questions. Discuss what the participants know about benefits.

4. **Activity: Understanding Benefits/ Quiz**

1.) Brainstorm with the class all the benefits they can think of. Explain what they are and add any they may have left out. Participants with more English can use the worksheet.

2.) Quiz the class by reading the sentences and asking them to write True or False. If possible, participants can work in pairs where one person can read and they can work together.

5. **Activity: Worker Interview**

Ask participants if they know someone who is working. Tell them to ask their friend if they can ask them about their benefits. Choose three or four questions to ask. If the participant can read give them the interview worksheet.

OR

Invite a client to the class who is working now. Have the participants ask that person questions about their benefits or anything else about their job. It is important to have questions ready to ask before the interview.

6. **Activity:** Reading a Work Schedule

Use **Work Schedule Worksheets #1, #2.** (Explain any new words.)
Participants work in pairs to answer the questions.

7. **Activity**: Unions

Purpose: To explain what unions are and how they can help workers. To define some union terms.

1.) Ask participants if they know what a **union** is. Explain that a union is an organization of workers who join together to get better salaries, working conditions or solve problems with employers or management.

2.) Show participants **Grievance** handout.
Ask the participants to look at the pictures and ask:

- Who do you think these people are?
- What is the problem?
- How did it get solved?

Read the story together. Ask if there were worker organizations like this in their native country.

8. **Activity: Union Definitions** (Handout)

Purpose: To help participants understand a little more about unions. These terms may not have much meaning if participants have never worked. A brief mention of the terms and especially the workers' right to join a union is important.

9. **Activity:** Workers' Rights

Purpose: To explain that there are laws to protect workers in three areas:

1 - Health and Safety
2 - Equal Treatment
3 - Pay and Work Hours

And to give participants information on where to get help if their rights are not respected

Workers have the right to a safe and healthy workplace, fair treatment (no discrimination based on gender, race, religion, national origin, age or disability).

1. **Health and Safety**

Facilitator and class read and discuss the handout **Health and Safety.**

2. **Equal Treatment**

1) Facilitator explains:

Employers must treat workers equally. Employers must not treat workers differently because of their gender, race, religion national origin, age, or disability. This is discrimination that is **illegal.**

Sometimes employers treat workers differently because of their different qualifications: experience, language skills, how much work they do and how well they work. This is **not illegal**.

2) English Test Picture:

Show this picture to the class, either copy or make a transparency.

Discuss:

How many applicants are there for this position? Where are they from? Who does the employer give a test to? Why? Is that fair? Is it discrimination?

This is a case of discrimination. The employer must give the test to ALL applicants or NO applicants.

3) No Raise Pictures #1, #2:

Show Picture 1.

Discuss:

Three Americans and one Chinese person got hired in January. They all had a starting pay of $5 per hour. After six months, the three Americans got raises. The Chinese man did not. Do you think that is discrimination?

The answer should be, "It depends."

Show Picture 2.

Discuss:

The second picture shows why. If the Chinese man did good work, he should have gotten a raise and this may be a case of national origin discrimination. If, however, the quality (or quantity) of his work was low, it was not discrimination.

3. Pay and Work Hours

Facilitator reads and explains **Pay and Work Hours** laws.

Participants work in pairs to decide if laws were broken in Case Studies. and if there are similar laws in their countries.

10. **Activity**: Employment Related Forms
Purpose: To understand and practice filling out a W-4 form.
To understand what papers prove work eligibility for an I-9 form.

1) **W-4 Form**
- Describe the purpose of the form.
- Fill out a practice form.

A **W-4 form** must be filled out so your employer knows how much federal and state tax to take out of your paycheck. The amount of money the government will take out of the check depends on how much money you make and who you support.

Allowances:
The government gives you allowances or credits for people you support including yourself. The people you support are your dependents, people in your household who do not work. You get extra allowance for people you support who are blind or over 65.
For each allowance you have the government will take out less money from your paycheck.

Exemptions:
You can be exempt from paying taxes. This means the government cannot take any money out of your paycheck because you don't make enough money to be taxed. If you work part-time you will probably be exempt.

Fill out the W-4 form. Follow the directions:

1. Print you name and address.
2. Write your social security number
3. Check *married* or *single*. If you are separated or divorced, check *single*.
4. If you are not exempt, write the number of allowances you get at the end of line 4.
5. Skip line 5.
6. If you are exempt: Write the year for which you are exempt.
   Print the word *exempt* after the black arrow.
   Check boxes 6a and 6b.
   If you are a full time participant, check box 6c.
7. Sign your name and write the date.

Note: DO NOT WRITE IN BOXES 7, 8, AND 9.

2.) **I-9 Form** Some employers will ask for a green card or other documents when legally **the worker has the right to choose which documents to show**. *It is very important that participants know that they have this choice.*

- Facilitator describes the purpose of the form.
- Participants fill out the top portion of the I-9
- Discuss which documents are enough to prove identity and work authorization and locate names of documents on I-9.

1. Purpose: Show class a copy of the I-9 form and explain that when you get a job, the employer needs to make sure you are allowed to work and he/she looks at your documents. The information from your documents goes on the form. You fill out the top and the employer fills out the bottom. The employer needs to keep this form and sometimes someone from the government comes to check the forms. The employer need to check the documents and fill out the I-9 form for all employees.

2. Which Documents: Tell the class that you need
either one document from list A, (this is a document that shows both identity and work eligibility such as a Green Card.)
or one from *both* list B (shows identity, such a driver's license) and list C (shows work eligibility, such as a Social Security card.).

3. Ask participants to fill out the top of the I-9 form.

4. **Explain that if they show a driver's license or WA State I.D. and a Social Security Card that is enough to prove work eligibility.**

See Appendix for information on **Document Discrimination/ Workers Can Choose Which Documents to Show** and how to report cases where employers demand to see certain documents.

UNDERSTANDING PAYCHECKS

Paychecks and pay stubs: This is a paycheck and a pay stub. Before you cash your check, you should always check your pay stub to make sure that your pay is correct.

MERRILL, INC. No. 5283

April 26, 1985

Pay to the Order of Ann Johnson $ 391.77

Three Hundred Ninety-one and 77/100

Virginia Merrill

1:9003891:317001:220:9

NAME: ANN JOHNSON

Regular Hours	Overtime Hours	Regular Pay	Overtime Pay	Gross Pay	Period Ending
80	15	400.00	112.50	512.50	4/27/85

Deductions This Pay Period

Fed. With. Tax	F.I.C.A.	State Tax	Insurance	Union Dues
45.92	33.50	28.81	12.50	00.00

Earnings This Pay Period

Gross Pay	Net Pay
512.50	391.77

Year-To-Date Totals

Gross Pay	Fed. Tax.	F.I.C.A.	State Tax	Insurance	Union Dues
2850.00	202.92	187.60	124.79	50.00	00.00

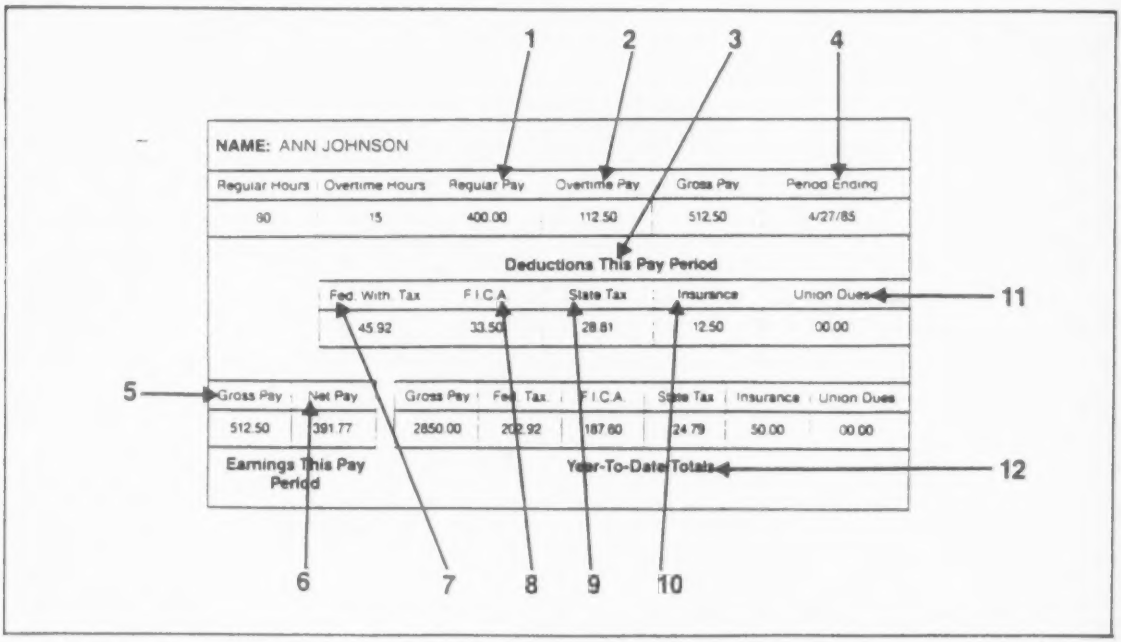
from Speaking Up at Work, Oxford

Pay periods: What is the date under *period ending* on this pay stub? _____. This date means that this check is for the two weeks before April 27, 1985. April 27 is the last day you are being paid for by this check. You are being paid for the circled days.

APRIL • 1985						
Su	M	T	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
(14)	(15)	(16)	(17)	(18)	(19)	(20)
(21)	(22)	(23)	(24)	(25)	(26)	(27)
28	29	30				

Pay periods are not the same at all workplaces. Sometimes workers are paid on the 15th and on the 30th/31st of each month. At some workplaces, workers are paid every other week on the same day, and at others workers are paid every week. Each worker must find out what the pay period is at his workplace.

Study this pay stub and the definitions on the next page. Each numbered arrow points to where that defined term appears on the pay stub.



from Speaking Up at Work, Oxford

BEST COPY AVAILABLE

Definitions

1. Regular Pay: Pay for hours that are not overtime.
2. Overtime Pay: Pay for extra hours worked.
3. Deductions: Money subtracted from your earnings.
4. Pay Period Ending/Period Ending: The last day you are being paid for with this check.
5. Gross Pay/Total Earnings: Total pay before deductions.
6. Net Pay/Take-home Pay: Total pay after deductions.
7. Federal Withholding Tax: Tax taken out of your check by the U.S. government.
8. F.I.C.A.: Social Security.
9. State Withholding Tax: Tax taken out by the state.
10. Health Insurance: Money paid to your insurance plan.
11. Union Dues: Money paid to your union.
12. Year-to-date Totals: How much tax and other deductions you have paid so far this year.

Practice 1

Match the term in column B with the appropriate term in column A.

A	B
_____ 1. gross pay	a. take-home pay
_____ 2. F.I.C.A.	b. Social Security
_____ 3. net pay	c. state withholding tax
_____ 4. fed. with. tax	d. total earnings
_____ 5. state with. tax	e. federal withholding tax

from Speaking Up at Work, Oxford

Paystub Practice 1

Pay Period End			Employee Number	Dept.	Hours Worked	Overtime Hours	Base Pay	Overtime Pay
Mo	Day	Yr	3824	6	80 0	6 0	360 00	40 50
02	28	85						

	Gross Earnings	Federal Withhold. Tax	State Tax	F.I.C.A.	Insur.	Union Dues	Net Pay
Week	400 50	31 50	19 84	26 80	0 0	12 00	310 36
Year	1300 00	88 00	53 62	87 10	0 0	24 00	1047 28

KEEP THIS STUB
It is a record
of your earnings.

SIDNEY'S A-1 SERVICE

1. How many regular hours did this person work? _____
2. What was his regular pay? _____
3. What was his overtime pay? _____
4. What was his gross pay? _____
5. How much did he pay in federal and state taxes? _____
6. How much was deducted for insurance? _____
7. What was his take-home pay this paycheck? _____
8. What was the last day of the pay period? _____
9. How much has he paid in Social Security this year? _____
10. How much has he earned so far this year before taxes? _____

from Speaking Up at Work, Oxford

Paystub Practice 2

NAME: CATHY WATSON

Regular Hours	Overtime Hours	Regular Pay	Overtime Pay	Gross Pay	Period Ending
80		486.00		486.00	3/29/85

Deductions This Pay Period

Fed. With. Tax	F.I.C.A.	State Tax	Insurance	Union Dues
50.71	32.56	26.04	00.00	00.00

Earnings This Pay Period

Gross Pay	Net Pay
486.00	376.69

Year-To-Date Totals

Gross Pay	Fed. Tax.	F.I.C.A.	State Tax	Insurance	Union Dues
2,943.00	309.28	197.17	153.13	00.00	00.00

1. What is the last day of the pay period for this check? _____

2. Did Cathy work overtime this pay period? _____

3. How much was deducted for Social Security this month? _____

4. How much federal tax did she pay this month? _____

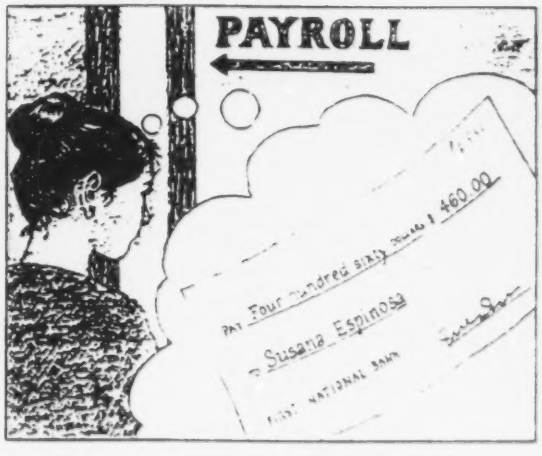
5. What was her take-home pay this pay period? _____

6. Does Cathy have health insurance deducted from her check? _____

from Speaking Up at Work, Oxford

Understanding Paycheck Deductions

1. Susana Espinosa was very happy with her first job in the United States. She was making $5.75 an hour as an assembler.



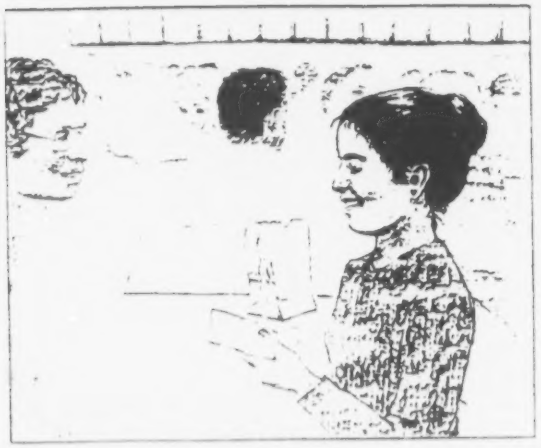
2. Then she got her first paycheck. She worked 80 hours, so she was expecting a check for $460. ($5.75 × 80 = $460)

3. Susana looked at her check. It was only for $321.20!

4. Susana showed her check to her friend, Tom.

from The Working Culture 2, Prentice Hall Regents

BEST COPY AVAILABLE



5. Tom looked at Susana's *check stub* and explained it to her.

The check stub looked like this:

Gross Pay	*FICA*	*Federal Income Tax*	*State Income Tax*	*Net Pay*
460.00	36.80	69.00	33.00	321.20

This is what Tom explained to Susana.
"The money taken out of your check is for *deductions*.

FICA is another name for Social Security. When you are 62, you can apply to get a check every month.

Federal income tax is money that goes to the government of the United States.

State income tax is money that goes to the government of the state you live in."

■ *Discussion:*

Do you have these deductions in your country?

FICA (Social Security)	[ ] yes	[ ] no
Federal income tax	[ ] yes	[ ] no
State income tax	[ ] yes	[ ] no

Other: _____

_____

from The Working Culture 2, Prentice Hall Regents

■ *REVIEW*

Write the words in the list below next to their definitions.

_____	Money taken out of your check.
_____	A program that takes money out of your check and gives some back to you when you are 62.
_____	Money that goes to the United States government.
_____	Total pay before money is taken out of your check.
_____	The part of the check that explains your pay.
_____	The pay you get after money is taken out of your check.
_____	Money that goes to the state you live in.

check stub deductions social security net pay
federal taxes state taxes gross pay

from The Working Culture 2, Prentice Hall Regents

Benefits Dialog

Read the dialog below and ask the following questions:

Thuy: This is my last day here.

Loc: How come? Where are you going?

Thuy: I got a job in a restaurant. It pays more.

Loc: Will you get the same benefits?

Thuy: No, but I need the money.

Loc: What about insurance?

Thuy: I'm never sick. And I'll get $1.00 an hour more.

Loc: Money isn't everything.

Thuy: But I need the money to feed my family.

Questions:

1. What is Thuy going to do?
   Why does he want to quit and change jobs?
   What does Loc ask him?
   Will Thuy get insurance in his next job?

2. What are benefits? (Write down participants' responses.)
   Why does Loc think they are important?
   Why does Thuy think money is more important?

3. In your country, do workers get benefits? What are they?
   In your country, what happens if a worker gets sick?
   Who pays for the hospital? Does the worker get sick leave?

4. What do you think is more important - money in your check or benefits?
   What can happen if you have no benefits?
   What can happen if you don't have enough money?

5. Do you think it is good to change jobs for a little more money?
   What do you think Thuy should do?

UNDERSTANDING BENEFITS

Benefits: When you apply for a job, you need to find out what benefits you will get. Benefits are not the same at all companies. It is also important to remember that part-time workers don't usually get full benefits.

Paid vacation: Workers get a certain number of paid vacation days a year. They usually get longer vacations if they have worked for the company for several years.

Paid holidays: Workers get paid on a certain number of holidays, such as Christmas and Thanksgiving, that they don't work.

Sick days: If workers are sick, they can take a day off and still get paid. The number of sick days workers get a year is depends on the company.

Health insurance: Workers get help from their companies to pay for health insurance for themselves and their families.

Maternity or paternity leave: Companies allow mothers or fathers to stay home and take care of their newborn babies for a few months. Usually workers are not paid for this time.

Unemployment compensation: If workers lose their jobs, if they are laid off, they receive a check that is smaller than their salary until they can find another job. If a worker has only worked at a company for a short time, he/she may not get unemployment compensation.

Workers' compensation: If workers get hurt on the job, they receive money to live on until they can work again.

Retirement pension: Usually when people are about 65 years old, they stop working. This is called retirement. For every year that an employee works, the company saves a certain amount of money for the employee to live on when she/he retires. This money is called a retirement pension. At some companies both the employer and the employee put money in the pension.

Profit Sharing: If the company makes money, all the workers get some of that money.

Benefits Quiz

Write **T** for true or **F** for false:

_____ 1. Part-time workers usually get full-time benefits.

_____ 2. Workers are not paid for holidays.

_____ 3. When women take maternity leave, they are usually paid their salary.

_____ 4. If workers miss work because they are sick, they will not be paid.

_____ 5. Workers who have worked for a company for five years get more paid vacation days than new workers.

_____ 6. If workers have health insurance, they will get help with their medical expenses.

_____ 7. Some companies help workers pay for health insurance.

_____ 8. Workers' compensation pays workers if they are hurt on the job and can't work.

_____ 9. A pension is money used by workers when they retire.

_____10. Unemployment compensation pays a full salary to workers when they lose their jobs.

WORKER INTERVIEW

Interview a friend who is working and ask about his or her benefits. Then fill out the checklist.

1. Do you work **full-time**? ____ yes ____ no
   part-time? ____ yes ____ no

2. Do you have **paid vacation days**? ____ yes ____ no
   How many?_____

3. Do you have **paid holidays**? ____ yes ____ no
   How many?_____

4. Do you have **sick days**? ____ yes ____ no
   How many?_____

5. Do you have **health insurance**? ____ yes ____ no
   You pay_____.

6. Do you have a **pension plan**? ____ yes ____ no

7. Will your company give you **maternity/paternity leave?** ____ yes ____ no

8. Have you ever collected **unemployment compensation?** ____ yes ____ no

9. Have you ever collected **workers' compensation**? ____ yes ____ no

Work Schedule #1

A-1 Welding Work Schedule

for_____

	Day Shift 8am - 4pm	Swing Shift 4pm - 12 mid.	Graveyard Shift 12 mid. - 8am
Su			
M			
T			
W			
Th			
F			
Sa			

1. What week is this schedule for? _____

2. Who works the same shift every day? _____

3. When does Jeff work the day shift? _____

4. How many days does Amy work the swing shift? _____
   What days are they? _____

5. Does any worker work two shifts in a row? _____

6. Does any worker work on Saturday or Sunday? _____

7. What time is the graveyard shift? _____

8. What shift does Amy work on Monday? _____

Work Schedule #2

JOHNSON'S JANITORIAL SERVICE
Work Schedule

_____

Name	*M*	*T*	*W*	*Th*	*F*

1. What week is this work schedule for? _____

2. What shift do these workers have? _____

3. Do they work on Saturday and Sunday? _____

4. Do the workers do the same work every day? _____
5. What does Tom Russo have to do on Friday this week?_____

_____

6. How many days does Shoua Xiong have to clean windows? _____

_____

What days? _____ Where? _____

7. When does Liz do general cleaning? _____Where? ___

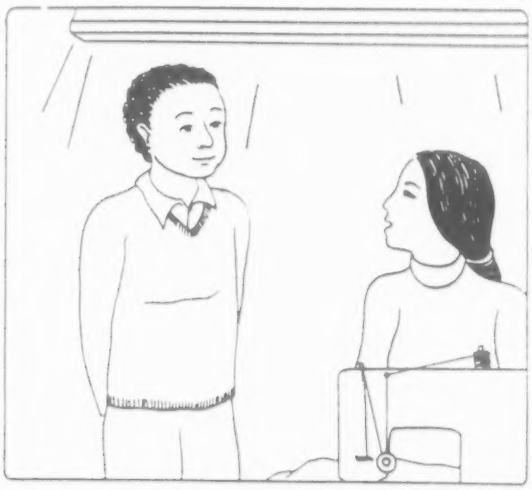
_____

8. What does Kim have to do on Tuesday? _____

Grievances

The worker explains the problem to the union representative in her workplace.

The worker and union representative discuss the problem with the employee's supervisor.



The worker and the supervisor come to an agreement and solve the problem.

from Speaking Up at Work, Oxford

Union Definitions

Union: A union is an organization of workers who join together to:

- get better salaries
- get better working conditions
- solve problems with employers/ management

Open shop: In some workplaces both union and non-union workers can be hired; you don't have to be in the union to work.

Closed shop: All workers have to join a union.

Dues: Money you pay each month to the union. The union uses the money to help workers. In some workplaces the dues are deducted from your paycheck; at others, you are responsible for paying your own dues.

Contracts: A contract is an agreement between the employer/management and workers/ labor. The contract says what working hours, wages and benefits workers will have. It also describes working conditions and grievance procedures (ways to solve problems).

Strike: If management and labor cannot agree on a contract, the workers can stop work or go on strike until their employers agree to give them higher pay or better working conditions. During a strike workers form a picket line to keep non-union workers and customers away from the company. By striking, workers hope to force their employers to sign a fair contract.

During a strike the union helps workers talk to management. They also help workers live during the strike by giving them food and money. When labor and management finally agree and sign a contract, the strike is over, and the workers go back to work.

Grievance: If a worker has a problem that cannot be solved by talking to a supervisor, he/she can ask a union representative for help. The union representative will help both worker and the supervisor find an answer to the problem.

Remember:

1. The law says all workers can join unions, regardless of race, color, creed (religion), sex, or national origin.

2. An employer cannot fire you just because you join a union.

3. If you work for a company that has only union employees, you must join the union.

Health and Safety Laws

Read the laws. Did you have laws like these in your country?
Work with a partner and talk about the case studies.

Laws: The employer must provide:

1. **Restrooms** - The restrooms must be clean. They must work.
2. **Heat and Air Conditioning** - The temperature must be comfortable.
3. **A Place to Rest** - There must be an area to take a break and rest. This area must be different from the rest rooms.
4. **Safety Equipment** - If your job is dangerous, the employer must give you equipment to make it safer. For example, gloves, hard hat.

CASE STUDIES:

1.) Sen works in an electronics company. The employees are working with a new chemical. Every day at work, Sen gets a headache. She thinks the chemical gives her a headache.

	In Your Country	In the U.S.
a. Is Sen's employer breaking a law?	a.	a.
b. What should Sen do?	b.	b.

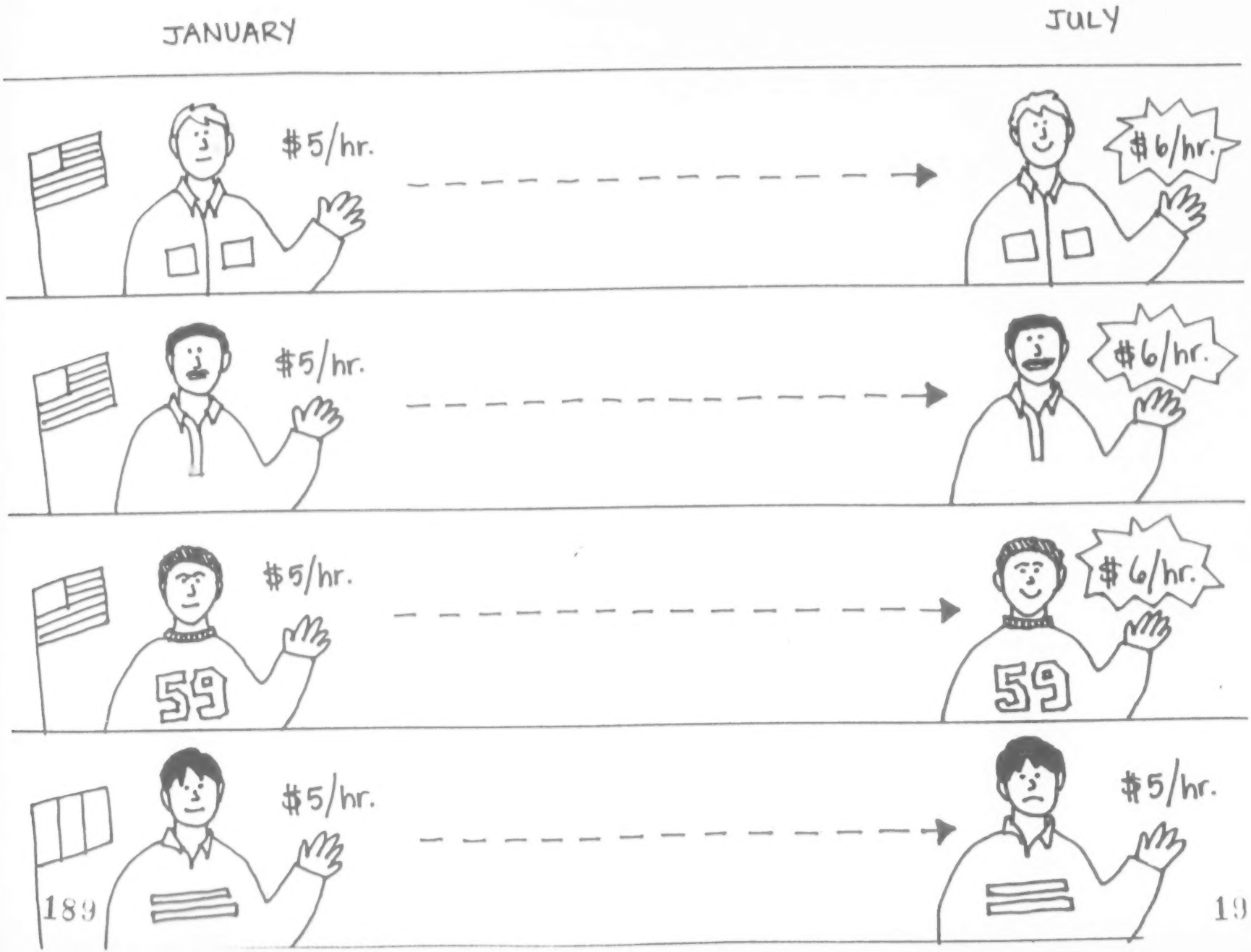
2.) Bill works in a factory. He uses a very old machine. the machine does not work well, and sometimes Bill gets an electric shock. Bill asked his employer to fix the machine, but the employer didn't fix it.

	In Your Country	In the U.S.
a. Is Bill's employer breaking a law?	a.	a.
b. What should Bill do?	b.	b.

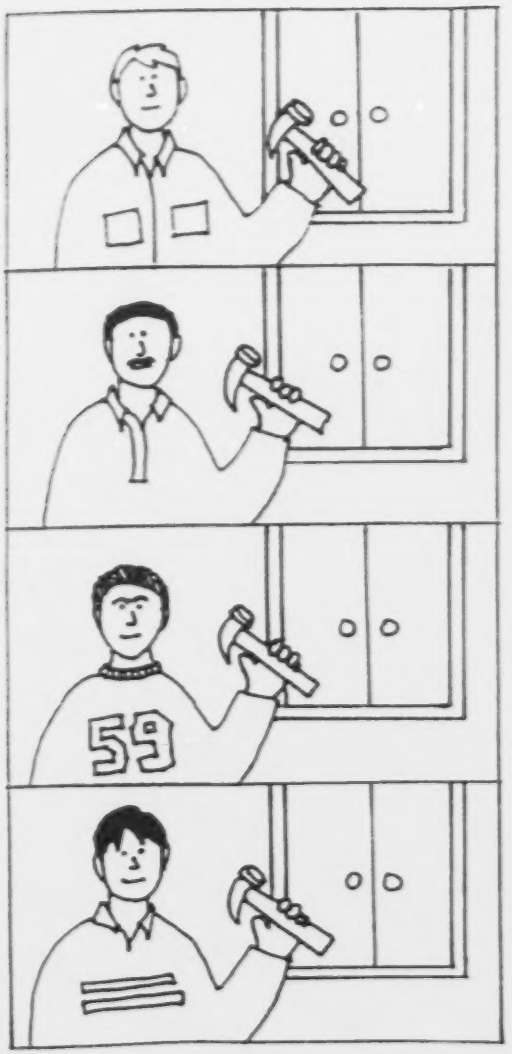
3.) Halima is a housekeeper. She uses strong cleaning products and they burn her hands. She asks her supervisor for gloves but the supervisor said, "Sorry, I don't have any more."

	In Your Country	In the U.S.
a. Is the supervisor breaking a law?	a.	a.
b. What should Halima do?	b.	b.

NOR. 21

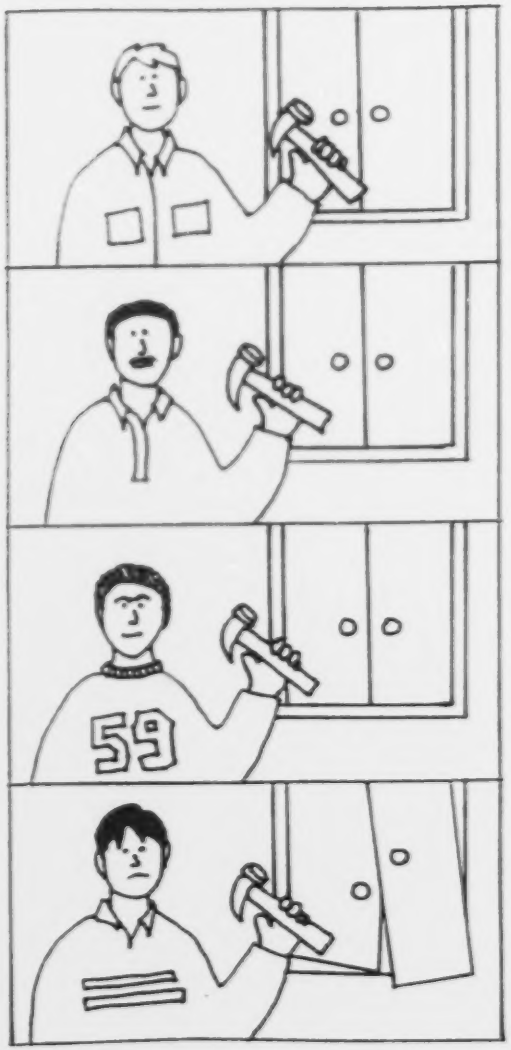


1.



191

2.



192

ENGLISH TEST

Pay and Work Hours Laws

1. **Minimum Wage**: Every employer who pays wages must pay the minimum wage or more. In Washington State the minimum wage is $5.25.

2. **Overtime**:
   a. 40 hour work week
      Full time = 40 hours week
      Overtime = more than 40 hr/wk
      Overtime pay = 1 1/2 times regular pay for overtime hours

      example: regular pay $6.00/hr.
      1 1/2 times reg. pay $9.00/hr.

      42 hours work: 40 X $6 = $240
      2 X $9 = 18
      Total pay: $258

   b. 8-hour work day
      Full time = 8 hours per day
      Overtime = more than 8 hrs/day
      Overtime = 1 1/2 times regular pay for hours 9 to 12
      2 times regular pay for more than 12 hours

      example: regular pay $6.00/hr.
      1 1/2 times reg. pay $9.00/hr.
      2 times regular pay $12.00/hr.

      13 hours work: 8 X $6 = $48
      4 X $9 = $36
      1 X $12 = $12
      $96

   c. days off
      Normal work week at regular pay = 5 to 6 days
      Overtime = more than 6 days in a row
      Overtime pay = 1 1/2 times regular pay for 7th day
      2 times reg. pay for days in a row after 7th day
      example:
      regular pay = $6
      A worker works 8 days in a row, Monday to Monday. The pay should be:

Mon: $6/hr.	Thurs: $6/hr.	Sun: $9.00/hr.
Tues: $6/hr.	Fri: $6/hr.	Mon: $12.00/hr.
Wed: $6/hr.	Sat: $6/hr.	

3. **Lunch Hour**
Employees must have at least 1/2 hour for meals for every 8 hours of work. The employer doesn't have to pay for this time.

4. **Breaks**
Employees must have at least a 10-minute break for every 4 hours of work.

5. **Termination Pay**
Workers who quit their jobs must get paid within 72 hours (3 days).
Workers who are fired or laid off must get paid at the time they stop working.

6. **Deductions**
The employer must take money from employees' paychecks for state and federal tax, social security and disability insurance.

The employer may take money form employees' checks only with the employees' permission for health benefits and retirement plans.

The employer may not take money from employees' checks for broken equipment, poor work, mistakes, not following directions.

7. **Tools**
If a worker makes less than two times the minimum wage, the employer must pay for his/her tools. (There may be a deposit.)

If a worker makes more than two times the minimum wage, the employer doesn't have to pay for tools.

Pay and Work Hours Laws
Case Studies

1. Sandra is an office worker in a small office. Her boss asks her to answer the phone at lunchtime.

Law
(Write the name of the law broken.)

_____

Is there a law like this in your country?

[ ] yes [ ] no

[ ] No law was broken.

2. Antonio is laid off from his job. His supervisor says, "Come back in two weeks to get your check."

Law
(Write the name of the law broken.)

_____

Is there a law like this in your country?

[ ] yes [ ] no

[ ] No law was broken.

3. Tien makes $5.00 an hour. She works 42 hours in one week. She gets paid $5.00 an hour for all the hours she worked.

42 hrs. × $5.00 = $210

Law
(Write the name of the law broken.)

_____

Is there a law like this in your country?

[ ] yes [ ] no

[ ] No law was broken.

4. Carmen makes $3.00 an hour for housework.

Law
(Write the name of the law broken.)

_____

Is there a law like this in your country?

[ ] yes [ ] no

[ ] No law was broken.

from The Working Culture 2, Prentice Hall Regents

5. Ryoko's boss asks her to work 6 hours with no break.

Law
(Write the name of the law broken.)

_____

Is there a law like this in your country?

[ ] yes [ ] no

[ ] No law was broken.

6. Samuel is a waiter. He works 6 days a week. He works 6 hours a day, and he makes $4.35 an hour.

Law
(Write the name of the law broken.)

_____

Is there a law like this in your country?

[ ] yes [ ] no

[ ] No law was broken.

7. One week Samuel worked 7 days because another waiter was sick one day. He was paid $4.35 an hour for all the hours he worked.

Law
(Write the name of the law broken.)

_____

Is there a law like this in your country?

[ ] yes [ ] no

[ ] No law was broken.

8. Mai is a cashier. One day, she had an accident and broke the cash register. It cost $35.00 to fix the cash register. Mai's employer took $35.00 from her paycheck to pay for the repair.

Law
(Write the name of the law broken.)

_____

Is there a law like this in your country?

[ ] yes [ ] no

[ ] No law was broken.

9. Linh is a jewelry factory worker. She earns $8.00 an hour. Her boss wants her to buy her own jeweler's tools.

Law
(Write the name of the law broken.)

_____

Is there a law like this in your country?

[ ] yes [ ] no

[ ] No law was broken.

from The Working Culture 2, Prentice Hall Regents

Form W-4 (1998)

Purpose. Complete Form W-4 so your employer can withhold the correct Federal income tax from your pay. Because your tax situation may change, you may want to refigure your withholding each year.

Exemption from withholding. *If you are exempt, complete only lines 1, 2, 3, 4, and 7, and sign the form to validate it.* Your exemption for 1998 expires February 16, 1999.

Note: *You cannot claim exemption from withholding if (1) your income exceeds $700 and includes unearned income (e.g., interest and dividends) and (2) another person can claim you as a dependent on their tax return.*

Basic instructions. If you are not exempt, complete the Personal Allowances Worksheet. The worksheets on page 2 adjust your withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply. They will help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances.

New—Child tax and higher education credits. For details on adjusting withholding for these and other credits, see Pub. 919, Is My Withholding Correct for 1998?

Head of household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals.

Nonwage income. If you have a large amount of nonwage income, such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES. Otherwise, you may owe additional tax.

Two earners/two jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one W-4. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

Check your withholding. After your W-4 takes effect, use Pub. 919 to see how the dollar amount you are having withheld compares to your estimated total annual tax. Get Pub. 919 especially if you used the Two-Earner/Two-Job Worksheet and your earnings exceed $150,000 (Single) or $200,000 (Married). To order Pub. 919, call 1-800-829-3676. Check your telephone directory for the IRS assistance number for further help.

Sign this form. Form W-4 is not valid unless you sign it.

Personal Allowances Worksheet

A Enter "1" for yourself if no one else can claim you as a dependent . . . . . A ____

B Enter "1" if:
- You are single and have only one job; or
- You are married, have only one job, and your spouse does not work; or
- Your wages from a second job or your spouse's wages (or the total of both) are $1,000 or less. . . B ____

C Enter "1" for your **spouse.** But, you may choose to enter -0- if you are married and have either a working spouse or more than one job. (This may help you avoid having too little tax withheld.) . . . . . C ____

D Enter number of **dependents** (other than your spouse or yourself) you will claim on your tax return . . . . . D ____

E Enter "1" if you will file **as head of household** on your tax return (see conditions under **Head of household** above) . E ____

F Enter "1" if you have **at least $1,500 of child or dependent care expenses** for which you plan to claim a credit . . F ____

G **New—Child Tax Credit:** • If your total income will be between $16,500 and $47,000 ($21,000 and $60,000 if married), enter "1" for each eligible child. • If your total income will be between $47,000 and $80,000 ($60,000 and $115,000 if married), enter "1" if you have two or three eligible children, or enter "2" if you have four or more . . . . . G ____

H Add lines A through G and enter total here. **Note:** This amount may be different from the number of exemptions you claim on your return. ► H ____

For accuracy, complete all worksheets that apply.
- If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2.
- If you are **single,** have **more than one job,** and your combined earnings from all jobs exceed $32,000 OR if you are **married** and have a **working spouse or more than one job,** and the combined earnings from **all jobs exceed** $55,000, see the Two-Earner/Two-Job Worksheet on page 2 to avoid having too little tax withheld.
- If **neither** of the above situations applies, stop here and enter the number from line H on line 5 of Form W-4 below.

Cut here and give the certificate to your employer. Keep the top part for your records.

Form **W-4** Department of the Treasury Internal Revenue Service

Employee's Withholding Allowance Certificate

► For Privacy Act and Paperwork Reduction Act Notice, see page 2.

OMB No. 1545-0010

1998

1 Type or print your first name and middle initial | Last name | 2 Your social security number

Home address (number and street or rural route) | 3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate.
Note: If married, but legally separated, or spouse is a nonresident alien, check the Single box.

City or town, state, and ZIP code | 4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for a new card . . . . . ► ☐

5 Total number of allowances you are claiming (from line H above or from the worksheets on page 2 if they apply) . | 5 ____

6 Additional amount, if any, you want withheld from each paycheck . . . . . | 6 $ ____

7 I claim exemption from withholding for 1998, and I certify that I meet **BOTH** of the following conditions for exemption:
- Last year I had a right to a refund of **ALL** Federal income tax withheld because I had **NO** tax liability **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability.

If you meet both conditions, enter "EXEMPT" here . . . . . ► | 7 ____

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ► Date ► , 19

8 Employer's name and address (Employer: Complete 8 and 10 only if sending to the IRS) | 9 Office code (optional) | 10 Employer identification number

BEST COPY AVAILABLE

U.S. Department of Justice
Immigration and Naturalization Service

(Form I-9)
Employment Eligibility Verification

Please read instructions carefully before completing this form. The instructions must be available during completion of this form. ANTI-DISCRIMINATION NOTICE. It is illegal to discriminate against work eligible individuals. Employers CANNOT specify which document(s) they will accept from an employee. The refusal to hire an individual because of a future expiration date may also constitute illegal discrimination.

Section 1. Employee Information and Verification. To be completed and signed by employee at the time employment begins

Print Name: Last	First	Middle Initial	Maiden Name
Address (Street Name and Number)		Apt. #	Date of Birth (month/day/year)
City	State	Zip Code	Social Security #

I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.

I attest, under penalty of perjury, that I am (check one of the following):
- ☐ A citizen or national of the United States
- ☐ A Lawful Permanent Resident (Alien # A _____)
- ☐ An alien authorized to work until ____/____/____ (Alien # or Admission # _____)

Employee's Signature	Date (month/day/year)

Preparer and/or Translator Certification. *(To be completed and signed if Section 1 is prepared by a person other than the employee.) I attest, under penalty of perjury, that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.*

Preparer's/Translator's Signature	Print Name
Address (Street Name and Number, City, State, Zip Code)	Date (month/day/year)

Section 2. Employer Review and Verification. To be completed and signed by employer. Examine one document from List A OR examine one document from List B and one from List C as listed on the reverse of this form and record the title, number and expiration date, if any, of the document(s).

List A	OR	List B	AND	List C
Document title: _____		_____		_____
Issuing authority: _____		_____		_____
Document #: _____		_____		_____
Expiration Date (if any): ___/___/___		___/___/___		___/___/___
Document #: _____				
Expiration Date (if any): ___/___/___				

CERTIFICATION - I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on *(month/day/year)* ____/____/____ **and that to the best of my knowledge the employee is eligible to work in the United States. (State employment agencies may omit the date the employee began employment).**

Signature of Employer or Authorized Representative	Print Name	Title
Business or Organization Name	Address (Street Name and Number, City, State, Zip Code)	Date (month/day/year)

Section 3. Updating and Reverification. To be completed and signed by employer

A. New Name (if applicable)	B. Date of rehire (month/day/year) (if applicable)

C. If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment eligibility.

Document Title: _____ Document #: _____ Expiration Date (if any): ___/___/___

I attest, under penalty of perjury, that to the best of my knowledge, this employee is eligible to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.

Signature of Employer or Authorized Representative	Date (month/day/year)

BEST COPY AVAILABLE

LISTS OF ACCEPTABLE DOCUMENTS

LIST A

Documents that Establish Both Identity and Employment Eligibility

1. U.S. Passport (unexpired or expired)
2. Certificate of U.S. Citizenship *(INS Form N-560 or N-561)*
3. Certificate of Naturalization *(INS Form N-550 or N-570)*
4. Unexpired foreign passport, with *I-551 stamp* or attached *INS Form I-94* indicating unexpired employment authorization
5. Alien Registration Receipt Card with photograph *(INS Form I-151 or I-551)*
6. Unexpired Temporary Resident Card *(INS Form I-688)*
7. Unexpired Employment Authorization Card *(INS Form I-688A)*
8. Unexpired Reentry Permit *(INS Form I-327)*
9. Unexpired Refugee Travel Document *(INS Form I-571)*
10. Unexpired Employment Authorization Document issued by the INS which contains a photograph *(INS Form I-688B)*

OR

LIST B

Documents that Establish Identity

1. Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address
2. ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address
3. School ID card with a photograph
4. Voter's registration card
5. U.S. Military card or draft record
6. Military dependent's ID card
7. U.S. Coast Guard Merchant Mariner Card
8. Native American tribal document
9. Driver's license issued by a Canadian government authority

For persons under age 18 who are unable to present a document listed above:

10. School record or report card
11. Clinic, doctor, or hospital record
12. Day-care or nursery school record

AND

LIST C

Documents that Establish Employment Eligibility

1. U.S. social security card issued by the Social Security Administration *(other than a card stating it is not valid for employment)*
2. Certification of Birth Abroad issued by the Department of State *(Form FS-545 or Form DS-1350)*
3. Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal
4. Native American tribal document
5. U.S. Citizen ID Card *(INS Form I-197)*
6. ID Card for use of Resident Citizen in the United States *(INS Form I-179)*
7. Unexpired employment authorization document issued by the INS *(other than those listed under List A)*

BEST COPY AVAILABLE

FRIENDLY FORMS ? Call toll free 1-800-999-9111 to reorder Friendly Forms? #R2A-0508
G. Neil Companies, P.O. Box 450939, Sunrise, FL 33345-0939
Printed in U.S.A.

Recycled Paper
Our commitment to protecting the environment

Begin!!

APPLICATION
RESUME
REFERENCE LIST
1.
2.
3
WEEKLY PLANNER
SOCIAL SECURITY CARD
I.D.
Job Search
TOOL BOX

Unit 10 **Commencement/ Beginning**

OBJECTIVES:

Participants will:

- review the steps in a good job search
- state their job objectives clearly
- learn about changing jobs and career ladders
- learn how to document their job search
- receive a certificate of completion

MATERIALS:

Handouts:
Secrets to a Successful Job Search
A Clear Goal - Checklists
Reasons People Change Jobs
Job Hopping
Planning for Change
Career Ladders in a Cafeteria/ Questions
Job Announcement & Job Search Tool Checklist
Weekly Calendar
TANF Work Search Report
Certificate

Warm Up: Secrets to a Successful Job Search

Purpose: To give participants advice and encouragement as they begin their work search.

Read handout, **Secrets to a Successful Job Search** together and ask the participants to give examples to check their understanding.

Ask:

What does 'clear goal' mean?
What does 'sell yourself' mean?
How can you 'go around' barriers?
How can you 'be organized'?
What does 'give up' mean?

1. Activity: Putting It All Together: **A Clear Goal**

Purpose: In this activity participants review what they've learned and put together their values, interests, and skills to state a clear job goal. (If a participant cannot clearly state the job they want they need to look at entry level jobs again to find something they would like to do.)

1) Ask participants to identify three jobs they like.

2) Give each participant a **Checklist** for each job they name.

3) Explain any new word or ideas.

4) Participants answer YES or NO for the job they want. If most answers for a particular job are NO, this is probably not a good job for that person. If there are several NOT SURE answers, they need to learn more about the job. A few NO answers means that there may be problems or barriers with this job. This is the time to review these barriers.

5) Ask participants to share their Checklists with a partner. Then go around the room and have each participant name his or her job search goal.

2. Discussion:

Purpose: The following exercises will help participants see that changing jobs too often will result in a poor work history.

Job changes for reason of mobility, getting a better job with better pay or more benefits are more acceptable. *Most participants are going into entry level jobs. It is important that they have an idea of how they can improve their situation and not simply drift from one entry level job to another.*

1.) Ask participants: Why have you changed jobs in the past?
Why have people they know changed jobs?
What jobs did they change from and to?

2.) Make a list of why people change jobs in the U.S. and in your country.
Are the reasons the same or different in your country and the U.S.?
(Use either the worksheet **Reasons Why People Change Jobs** *with three or four people using one worksheet or use the board to write down the answers from the class.)*

3.) There are two kinds of changes:

* Changes that you plan: You may decide to learn new skills or change careers. You may change jobs to get better benefits or working conditions.

* Changes that you don't plan: Things happen. You don't plan them but sometimes companies close or move away, workers get laid off, or you need to move where you live.

4.)Look at the lists you made about why people change jobs.
Circle the changes you plan.
Put an **X** next to the ones you don't plan.

3. **Activity**: **Job Hopping**
Purpose: To explain what good work histories are and how job hopping can create a bad work history.

1) Look at the work histories of two people described in **Job Hopping** handout.
2) Answer the questions together.

4. **Activity: Climbing Career Ladders Dialog and Questions**
Purpose: To give examples of career ladders within an occupation. To encourage participants to look for career ladders from the beginning.

1) Facilitator explains that a new worker can ask for ways to move up, find out about openings in the company, and get the training needed.

- Read the story **Career Ladder in a Cafeteria** together. Explain that each new job Ivan had was a step on a **career ladder.**
- Answer the questions at the end.
- Brainstorm possible career ladders in the occupations participants have chosen.

5. **Activity: Planning for Change**
Purpose: To encourage participants to look ahead to prepare for their long term goals once they get their first job.

Use **Planning for Change** handout to look at possible ways to get new and better skills.

6. **Activity**: Get Ready!
Purpose: To give participants the organizational tools to do an organized job search.

The organizational tools are:
- The **Job Search Tool Checklist** of items needed for each day of job seeking. This 'tool' is a checklist of the tools you need to look for work.
- **Weekly and Monthly Calendars:** These are for recording appointments and for reminders about things to do in the future
- **TANF Work Search Report** for recording completed activities.

1) Make copies of calendars for each participant: one each for monthly and several of the weekly sheets. ***Explain that a job search is a full time job.***

2.) Give participants the **Job Announcement for Job Seeker**. Help them understand that each day they must do at least one activity for their job search. Also, stress how important it is to document or write down what they do each day, record important names and phone numbers, results of contacts and what to do next.

3.) Give participants their 'tools' describing each one and how it is used. You could ask if anyone has had an interview or filled out an application before and use that information to show how to enter it on the TANF Work Search Report.

SECRETS TO A SUCCESSFUL JOB SEARCH

★ Have a clear goal or job objective.

★ Know how to sell yourself.

★ Be realistic about any barriers; solve the ones you can and go around the others.

★ Be organized.

★ Be patient and persistent. A successful job search can take two to three months. DON'T GIVE UP!

★ Work on you job search every day. ***A job search IS a job.***

★ Ask for help. Know where to find help and use these resources <u>often</u>.

★ Be positive. Every "NO" brings you closer to a YES"!

A CLEAR GOAL - Checklist

Name: _____

Three jobs I like are:

1. _____

2. _____

3. _____

For each job title answer the questions below:

Job Title: _____

	YES	NO	NOT SURE
1. Do you now have the skills to do this job now?	[ ]	[ ]	[ ]
2. Do you like to do the kind of work you must do for this job?	[ ]	[ ]	[ ]
3. Are the working condition what you want?	[ ]	[ ]	[ ]
4. Is the starting pay OK for you and your family?	[ ]	[ ]	[ ]
5. Are there many openings for this job?	[ ]	[ ]	[ ]
6. Do you have the training you need for this job?	[ ]	[ ]	[ ]
7. Are there chances to be promoted, a career ladder?	[ ]	[ ]	[ ]
8. Do you have the education you need for this job?	[ ]	[ ]	[ ]
9. Can you work the schedule you want?	[ ]	[ ]	[ ]

Job Title: _____

	YES	NO	NOT SURE
1. Do you now have the skills to do this job now?	[ ]	[ ]	[ ]
2. Do you like to do the kind of work you must do for this job?	[ ]	[ ]	[ ]
3. Are the working condition what you want?	[ ]	[ ]	[ ]
4. Is the starting pay OK for you and your family?	[ ]	[ ]	[ ]
5. Are there many openings for this job?	[ ]	[ ]	[ ]
6. Do you have the training you need for this job?	[ ]	[ ]	[ ]
7. Are there chances to be promoted, a career ladder?	[ ]	[ ]	[ ]
8. Do you have the education you need for this job?	[ ]	[ ]	[ ]
9. Can you work the schedule you want?	[ ]	[ ]	[ ]

Job Title: _____

	YES	NO	NOT SURE
1. Do you now have the skills to do this job now?	[ ]	[ ]	[ ]
2. Do you like to do the kind of work you must do for this job?	[ ]	[ ]	[ ]
3. Are the working condition what you want?	[ ]	[ ]	[ ]
4. Is the starting pay OK for you and your family?	[ ]	[ ]	[ ]
5. Are there many openings for this job?	[ ]	[ ]	[ ]
6. Do you have the training you need for this job?	[ ]	[ ]	[ ]
7. Are there chances to be promoted, a career ladder?	[ ]	[ ]	[ ]
8. Do you have the education you need for this job?	[ ]	[ ]	[ ]
9. Can you work the schedule you want?	[ ]	[ ]	[ ]

Reasons People Change Jobs

In the U.S.	In Your Country
better pay	
laid off	

Circle the job changes that you plan.

Put an X next to the job changes you don't plan.

Job Hopping

Name: Rosa Mendez

Job Title and Number	Employer	How Long?
1. Hotel Maid	Holiday Inn	1 year
2. Typist	ACE Insurance Company	1 year
3. Typist	National Insurance Company	6 months
4. Secretary	National Insurance Company	1 year
5. Office Manager	National Insurance Company	2 years
6. Office Manager	Boeing	present job

Name: Mark Ondaga

Job Title and Number	Employer	How Long?
1. Gas Station Attendant	7-11	3 months
2. Gas Station Attendant	AM/PM	2 months
3. Janitor	Dunkin Donuts	4 months
4. Gas Station Attendant	Alco Station	6 weeks
5. Janitor	Wendy's	6 months

Questions: Discuss with the group:

1. What jobs has Rosa had?
2. What was her shortest job? What was her longest?
3. Do yo think she had good reasons for changing jobs?
4. What jobs has Mark had?
5. What was his shortest job? What was his longest job?
6. Do you think he had good reasons for changing jobs?
7. Does Rosa have a good work record? Why?
8. Does Mark have a good work record? Why?

Planning for Change

After you begin to work you may want to plan a change to get a better job. These are some places to get training and learn new skills. (This is just a short and simple list. There are clearly many more kinds of trainings and possible jobs!)

Places to Get Training	Kind of Training and Time Needed	Possible Jobs
ON THE JOB (in factories, restaurant, stores and some companies)	most restaurant jobs, assembly jobs, janitorial work, sales Time: 1 to 6 months	cook, janitor, sales clerk, assembler, office clerk
COMMUNITY COLLEGES	basic skills; technical and vocational training; English Time: 6 mo. to 2 years	auto mechanic, electronic technician, hairdresser, secretary, typist, cook, chef, dental hygienist
COMMUNITY AGENCY PROGRAMS	short training programs for certain occupations; English; basic skills Time: 1 to 6 months	janitor, electronic assembly, cashier, nurse's aide, child care worker
COLLEGE AND UNIVERSITIES	general education, some professions Time: 4 years	engineer, teacher, social worker, businessperson, counselor
PROFESSIONAL SCHOOLS (law, business or medical school)	Time: 2 more years *after* college or university	lawyer, businessperson, doctor, dentist

Career Ladder in a Cafeteria

Two old friends meet on the street and talk.

Dan: Hey! Tran! I haven't seen you in along time.

Tran: Hello, Dan. I've been working really hard. I'm the manager over at the fast-food cafeteria on Third and Union downtown.

Dan: Manager? That's great. But so soon? Weren't you cutting up vegetables about two years ago?

Tran: That's right. I was a **cook's helper**. I just peeled and cut up vegetables. When I started, I was a trainee. I was paid very little.

Dan: Then what happened?

Tran: They hired me as **prep cook.** I also cut the meat. I paid attention and worked hard. I didn't fool around or make mistakes. The boss asked me to learn the cooking. So I became a **cook trainee**.

Dan: Good for you !

Tran: I was a cook trainee for three months. The pay was the same as before. Then I became a **cook,** and I got a raise.

Dan: That sounds OK to me.

Tran: I got along with everybody. Sometimes the other cooks had a fight, but they all liked me. Then the head cook got another job and left. I was promoted to **head cook**.

Dan: You've got al the luck , Tran.

Tran: I guess so! Now I'm the **manager** of the food service. I don't cook anymore. I plan the budget and order the food. I have to make schedules for the employees and tell them what to do.

Dan: That's a lot of work! How's the pay?

Tran: It's not bad, but is could be better. I work a lot of overtime without extra pay. I'm thinking of quitting this job because I would like to open my own restaurant.

Name: _____

Career Ladder in the Cafeteria Questions:

1. Write the names of all the jobs Tran has had in the fast-food restaurant. Start with his first job.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Which job is the best? _____

Why?_____

2. Was Tran lucky?_____
   Why did Tran become the head cook? _____

_____

3. What are some possible career ladders for other jobs?

JOB ANNOUNCEMENT

Job Title: Job Seeker

Job Duties: Look for work each day;
read want ads in newspapers
read job announcements in the library, Neighborhood House and other locations
visit your job counselor/ job developer
go to employers and companies
fill out applications
go to interviews

Job Requirements: To do this job a person must be persistent (not willing to give up), organized, able to ask for help, and have a strong desire to succeed.

Hours: Monday through Friday, 9am - 5pm

Salary: If successful, pay will come in the future!

Tools Job Search Tool Checklist
Job Search Progress Report/ Job Log
Refugee Federation TANF Work Search Report

JOB SEARCH TOOL CHECKLIST

Be sure you are prepared before you start each day of job seeking!

- ☐ Weekly and monthly planner
- ☐ Black ink ball point pen
- ☐ Blank paper
- ☐ Practice Application or Personal Information Sheet
- ☐ Resumes
- ☐ Reference Lists
- ☐ Documents to show work eligibility (picture I.D. and social security card)
- ☐ Interview Clothes
- ☐ Letters of Recommendation, Certificates

WEEKLY CALENDAR Week of _____to_____

Monday

am _____

_____

pm _____

_____

Tuesday

am _____

_____

pm _____

_____

Wednesday

am _____

_____

pm _____

_____

Thursday

am _____

_____

pm _____

_____

Friday

am _____

_____

pm _____

_____

Saturday _____

Sunday _____

Certificate of Achievement

Awarded to

_____

For Successful Participation in and Completion of an Intensive Job Search Workshop

Presented by

Refugee Federation Service Center

_____, _____

_____

Workshop Facilitor

BIBLIOGRAPHY

Auerbach, Elsa Roberts and Wallerstein, Nina. ***ESL for Action: Problem Posing at Work.*** New York: Addison Wesley, 1987.

Byrne, Mary Lou Beilfuss. ***Workskills: Book 1.*** New Jersey: Prentice Hall Regents, 1994

Hemphill, David, Pfaffenberger, Barbara and Hockman, Barbara. ***The Working Culture: Books 1 & 2.*** New Jersey: Prentice Hall Regents, 1989.

Johnson, Lisa, Levey, Lynn and Chafcouloff, Elizabeth. ***Apply Yourself: English for Job Sucess.*** New York: Addison Wesley Longman, 1996.

Lougheed, Lin. ***Business Communication.*** New York: Addison Wesley, 1993.

Molinsky, Steven, J. and Bliss, Bill. ***Day by Day: English for Employment Communication.*** New Jersey: Prentice Hall Regents, 1994.

Robinson, Catherine and Rowekamp, Jenise. ***Speaking Up at Work.*** New York: Oxford University Press, 1985.

Treat, Jamie and Shaw, Judy. ***Immigration-Related Job Discrimination.*** Northwest Immigrant Rights Project and the Office of Special Counsel.

Worker Can Choose Which Documents To Show

✪ Andre, who is from Haiti, applied for a job packing fruit. The employer, Jack, asked to see Andre's work papers. ✪ Andre showed Jack his driver's license and social security card. Andre knew that these papers were on the I-9 employment eligibility verification form's list of acceptable identity and work papers. But Jack refused to accept Andre's work papers. He asked Andre to show him a "green card" too.

Andre chose to show Jack his driver's license and social security card.

Andre told Jack that all he had to show was his driver's license and social security card. But Jack told Andre that he would not hire him without seeing a green card.

The next day, Andre called the Office of Special Counsel for help. (This office, also known as "OSC" for short, is a government agency that looks into charges of immigration-related job discrimination. Its toll-free phone number is 1-800-255-7688.)

An OSC staff person called Jack and explained the correct way to complete the I-9 form. She answered all of Jack's questions. Finally Jack understood that it is illegal for an employer to ask to see a worker's "green card." He understood that the worker always must be allowed to choose which documents to show from the I-9's list of acceptable documents.

Then Jack called Andre and told him he was hired.

BEST COPY AVAILABLE

Workers Have The Right To Choose Which Papers To Show

A law says that employers must make sure that the workers they hire have legal permission to work. But the same law also says that employers may not discriminate against workers who have permission to work.

To obey this law, your employer must fill out a special form for each worker. The form is called the "I-9 Employment Eligibility Verification Form." To fill out this form, your employer will need to see papers that prove your identity (who you are) and your right to work (legal work papers).

The I-9 form has a list of identity papers and legal work papers on the back. You are allowed to choose which of these papers *you* want to show your employer. The employer is not allowed to make you show a paper that *he* wants you to show. The employer must accept any paper from the list that proves your identity and your right to work. But the employer does not have to accept a paper that looks fake.

The list on this page gives the most common legal work papers. It is a list of the papers you are allowed to show your employer to prove your identity and right to work. Show this list to your employer if he does not want to accept the papers you show him.

LIST OF LEGAL WORK PAPERS

GROUP A

IDENTITY AND WORK AUTHORIZATION

You can choose one paper from Group A because it shows both *your identity* and your *right to work*.

- U.S. passport
- Unexpired foreign passport with I-551 stamp or with I-94 form with words "Employment Authorized"
- Certificate of U.S. Citizenship (N-560 or N-561)
- Certificate of Naturalization (N-550 or N-570)
- Alien Registration Receipt Card or Resident Alien card with photo (I-551)
- Temporary Resident Card (I-688)
- INS Work Permit (I-688A or I-688B)
- Unexpired Refugee Travel Document (I-571)
- Unexpired Re-entry Permit (I-327)

Or, you can choose *two papers*: one from Group B that shows *who you are* and one from Group C that shows your *right to work*.

GROUP B

IDENTITY

- Driver's license or state I.D. with photo or description
- School I.D. with photo
- U.S. military I.D. or draft card
- Federal, state, or local government I.D. with photo or description
- Native American Tribal I.D.
- Canadian driver's license
- Voter's registration card

To show identity for persons under 18 and the handicapped:

- School record, report card
- Medical records
- Day care or nursery school records
- Parent, legal guardian, or rehabilitation agency staff may certify identity

GROUP C

WORK AUTHORIZATION

- Social Security Card (unless stamped "not valid for employment")
- U.S. birth certificate (including Puerto Rico, Guam & U.S. Territories)
- Certification of Birth Abroad of U.S. Citizen (FS-545 or DS-1350)
- Document from INS with words "Employment Authorized" (for example, I-94)
- U.S. Citizen I.D.(I-197)
- Resident Citizen Card (I-179)
- Native American Tribal I.D.

What should I do if I think an employer discriminated against me?

If you think an employer discriminated against you, get help right away. Most complaints against employers must be filed within 180 days. A government agency in Washington, D.C., also helps workers who think they have been discriminated against. It is called the Office of Special Counsel, or "OSC" for short. The OSC will help you free of charge.

The OSC has a free telephone number you can call

The OSC's free hotline is 1-800-255-7688. (The TDD number for the hearing impaired is 1-800-237-2515.) The OSC's address is:

Office of Special Counsel (OSC)
U.S. Department of Justice
P.O. Box 27728
Washington, D.C. 20038-7728

National Immigration Law Center 8/94

BEST COPY AVAILABLE

Garment Workers Make Company Fix Problem

Protect yourself! Try to figure out what risks you face at your workplace. You need to look out for yourself and your coworkers. Maria did. She worked for Magic Shirt Company. Magic Shirt Company's shop windows would not open because six weeks ago company bosses had them nailed shut. Supervisor Emma said that when the windows were open, the wind blew the fabric and thread too much.

Summer weather made it hard to breathe inside the sewing shop.

But summer weather made it hard to breathe inside the sewing shop. Maria and three other workers got sick. They coughed every day and got bad headaches. The workers asked Emma to fix the windows so they would open. But Emma said the company did not want the windows open.

So Maria and the other workers phoned the state Occupational Safety and Health Administration office, where they talked to Ahmed. Maria explained the problem to Ahmed, but she did not give her name because she was afraid Emma would fire her.

Three weeks later Ahmed visited the sewing shop. He inspected the building and saw that the shop had other safety and health problems besides the windows. Ahmed made the Magic Shirt Company repair the windows and fix the other problems.

The workers were glad to breathe fresh air again. They formed a committee to look for other working conditions they could improve.

BEST COPY AVAILABLE

Workers' Rights Under the Occupational Safety and Health Act

Who is covered by the federal Occupational Safety and Health Act (OSH Act)?

The OSH Act protects workers by requiring their employers to provide a safe and healthy workplace. The law covers most workers, including undocumented workers, if they work at a place that has at least 11 workers. But the law does not cover independent contractors and federal workers.

State worker safety laws usually provide stronger protection than the federal law. To get the phone number of your local worker safety agency, look in the state government pages at the front of the phone book. Or call your state's department of labor and ask for the number of the local "occupational safety and health agency."

You have the right to know about workplace hazards

Sometimes unsafe conditions at work are obvious. You can see that machines are missing safety guards, that ventilation is bad, or that toilets or sinks do not work. But sometimes hazards are not obvious. It can be hard to tell if the materials or chemicals you use can harm you.

To find out whether the materials you work with are safe, you can ask your boss for Materials Safety Data Sheets. Your boss must show them to you if you ask to see them. The data sheets describe the materials used at your workplace. They describe the harm those materials can cause and say what equipment workers should use to protect themselves. If you have questions about the data sheets, contact a worker safety agency or an occupational health clinic at a local hospital for more information.

What can I do if my workplace is unsafe?

It is best for workers to act together to fix unsafe working conditions. Some employers will listen to suggestions from workers, but others will not.

If your workplace is unsafe, you have the legal right to file a complaint with your local OSH agency. In most cases, you must file a complaint within 6 months of the time your employer broke a safety requirement. *Before you file a complaint, it is best to talk to someone at your local legal aid office or your union.* You can ask the OSH agency not to tell your employer that you filed the complaint. But your employer still may find out who filed it.

Is it illegal for my employer to fire me if I file a complaint?

Yes, it is illegal for your employer to fire you or discriminate against you for filing a complaint, testifying, or claiming any right that the OSH Act gives you. But be aware that many employers fire workers anyway for filing complaints. That's why it is a good idea to get legal help from a legal aid office or your union.

If you are fired for filing a complaint with your OSH agency, you should file another complaint with the agency. This time your complaint will say that your employer retaliated against you illegally. Federal law gives you 30 days from the time your employer retaliated against you to file a complaint. The deadlines for filing a complaint with a state agency may be different. If you are fired, though, it may be very difficult to get your job back.

How can I get my OSH agency to help?

OSH agencies do not have enough staff to do all the work that needs to be done. But you can help the OSH agency to help you. For example, you can photograph dangerous or unhealthy work conditions and write down what coworkers say about them. You can also keep records of workers' health problems. If you give the OSH agency this kind of detailed information, it will be more likely to get good results for you and your coworkers.

Are there time limits I need to know?

If you find out that your workplace is dangerous or unhealthy, you should act quickly. Call your local worker safety agency right away to find out what the time limits are on filing complaints. Federal and state worker safety laws have strict time limits for filing complaints. Usually, you should file your complaint well before the filing deadline.

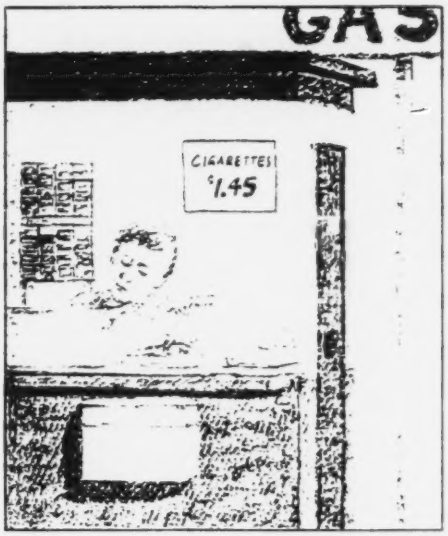
National Immigration Law Center 8/94

Entry-Level Jobs Available in the United States

Service Station Attendant: Self-Serve Station
Service Station Attendant: Full-Serve Station
Janitor
Cashier
Copy Machine Operator
Restaurant Crew: Fast-Food Restaurants
Kitchen Helper
Dishwasher
Courtesy Clerk: Supermarket
Laundry Worker
Stock Clerk
Housekeeper: Private Home
Electronics Assembler
Cannery Worker
Food Processing Plant Worker
Housekeeper: Hotel
Houseman: Hotel
Busperson
Jewelry Assembler
Cafeteria Worker
Office Clerk
Packer

from The Working Culture 2, Prentice Hall Regents

Service-Station Attendant: Self-Serve Station



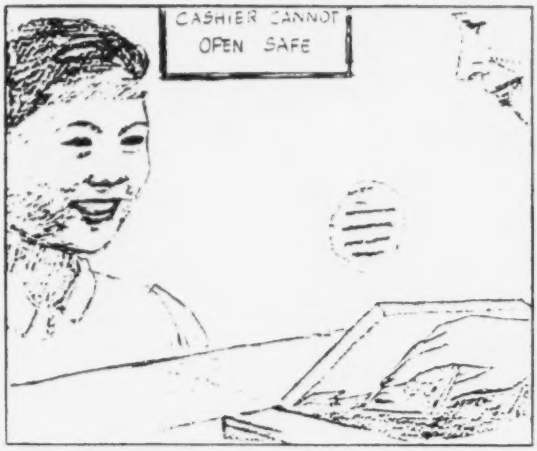
Special Information:

The attendant in a self-serve gas station is a cashier. The cashier collects money from the customers and sometimes operates a small computer. The computer tells the machines how much gasoline to give each customer. Sometimes there is a small store in the gas station, and the cashier takes care of the store.

Job Duties:

Collect money from customers and make change.

Fill out credit card forms.



BEST COPY AVAILABLE

Help customers when they have problems with the gas pumps.

Operate gas pump control computer.

Skills You Need to Get the Job:

basic mathematics
make change (handle money)
some reading
some writing

Skills You Can Sometimes Learn on the Job:

Use cash register.

Fill out credit card forms.

Use computer control.

English You Need:

You will *read* gas pumps, cash registers, license plates, and credit card forms. You will *speak* to and *listen* to customers when they order gasoline or items in the store.

Where You Can Find This Kind of Job:

Gas stations

Salary Range:

minimum wage–$5.00/hr.

BEST COPY AVAILABLE

Service Station Attendant: Full-Serve Station

Special Information:

Many service stations have both self-service and full service. The attendant in a full-service station may have more job duties than the attendant in a station that is only self-service.

Job Duties:

Pump gas for customers.

Clean windshields.

Check oil and water in customers' cars; add oil and water to customers' cars.

Collect money from customers and make change.

Fill out credit card forms.

Help customers.

Skills You Need to Get the Job:

basic mathematics
make change (handle money)
some reading
some writing

Skills You Can Sometimes Learn on the Job:

Use cash register.

Fill out credit card forms.

Check oil and water in customers' cars.

English You Need:

You will *read* gas pumps, cash registers, license plates, and credit card slips. You will *speak to* and *listen to* customers to ask how much gas they want and tell them how much money they owe. Sometimes customers will ask you for directions to other places.

Where You Can Find This Kind of Job:

Gas stations

Salary Range:

minimum wage–$5.00/hr.

Janitor
(Other Titles: Custodian, Maintenance Technician)

Job Duties:

General cleaning: Sweep, mop, vacuum and wax floors.

Empty trash.

Clean windows, railings, elevators, walls.

Skills:*

Use equipment: Operate vacuum cleaner, rug shampooer, buffer (waxing machine).

Know about cleaning materials: soap, wax, glass cleaner.

**Note*: Some employers want you to have these skills *before* they hire you. Other employers will train you.

English You Need:

You will need to *read* labels and instructions on cleaners and equipment. You will need to *listen* and *ask questions* when your supervisor gives you instructions. You will *talk* a little with your co-workers. You will often work alone.

Where you can find this kind of job:

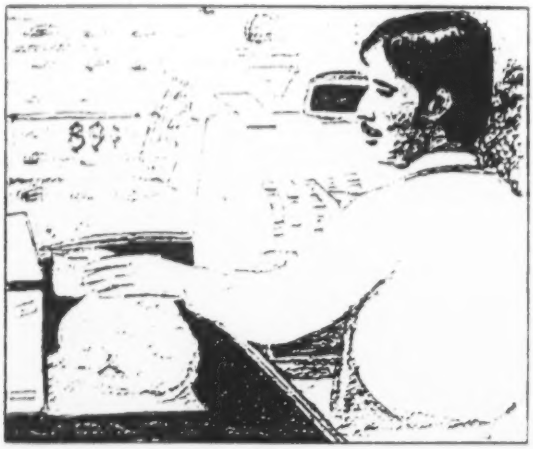
Large office buildings, building maintenance companies, schools, universities, hospitals, theaters, real estate companies, factories, hotels and motels (houseman)

Salary Range:

minimum wage–$12.00/hr.**

***Many janitor jobs are union jobs. The salary depends on the union, the area you live in, and your experience. Experienced janitors in a strong union can earn $12.00/hr. However, most janitors earn about $5.00/hr. to start.

Cashier
(Other Titles: Checker)



Job Duties:

Receive money.

Make change.

Fill out credit card forms.

Prepare receipts.

Operate cash registers, scanning machines, change dispensers, adding machines.

Skills You Need to Get the Job:

basic mathematics
make change (handle money)
some reading
use machines

Skills You Can Sometimes Learn on the Job:

Use machines (cash registers, scanning machines).

Fill out credit card forms.

English You Need:

For some jobs, you need to speak, read, and write a lot of English. For other jobs, you may not have to use English very much. In a supermarket or theater, you will not speak to other people very much. In a hospital or bank, you may have to talk to people about their accounts and bills, and you will have to know some "special" English vocabulary.

Where You Can Find This Kind of Job:

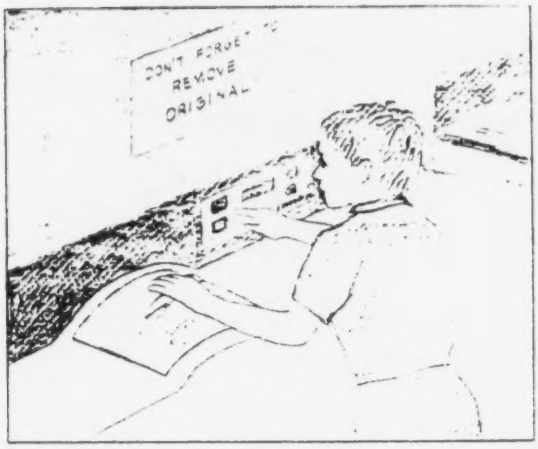
Theaters, supermarkets, gift shops, restaurants, hospitals, universities, and many other places

Salary Range:

minimum wage–$7.00/hr.

BEST COPY AVAILABLE

Copy Machine Operator



Job Duties:

Take orders from customers (in the store and on the phone).

Operate copy machines and collating machines.

Pack and ship orders.

Fix machinery (simple repairs).

Take money and make change (same as cashier).

Skills You Need to Get the Job:

basic mathematics

understand instructions (in speaking and in writing)

fill out forms

Skills You Can Sometimes Learn on the Job:

Operate copy equipment.

Repair equipment.

English You Need:

For some jobs, you will need fluent English to talk with customers. Some customers will speak fast and give complicated instructions. You must be able to understand instructions and ask questions because if you make a mistake on an order, it costs your employer a lot of money. Also, many of the machines are complicated to use.

Where You Can Find this Kind of Job:

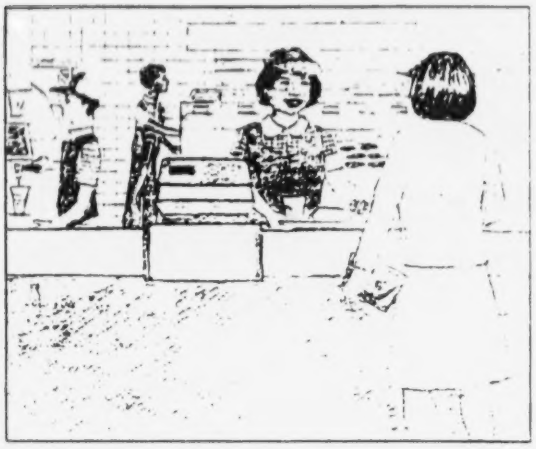
Copy shops, print shops

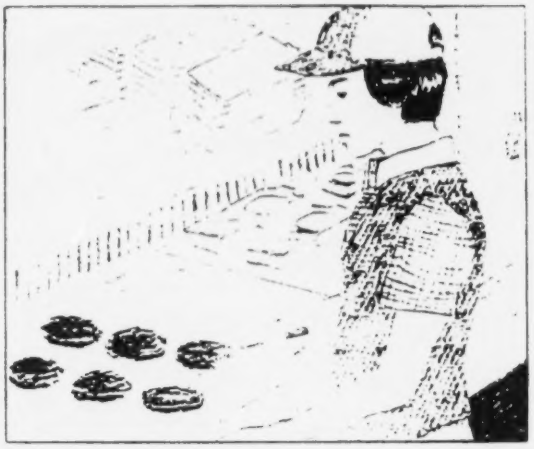
Certain areas have copy shops and print shops. The best places to look for them are business districts and areas near colleges and universities.

Salary Range:

minimum wage–$6.00/hr.

Restaurant Crew: Fast-Food Restaurants





Special Information:

Workers in fast-food restaurants learn many jobs. These restaurants do not hire people to do one job only. Everyone learns all the jobs. For example, you may be a cook for one month, and the next month you will be a cashier or counterperson.

Skills You Need to Get the Job:

basic mathematics
make change (handle money)
some reading
some writing

Skills You Can Sometimes Learn on the Job:

Use cash register.
Use restaurant equipment.
Supervise other employees.

English You Need:

You will *speak* to customers and *listen* to customers when they order food. You will *ask questions* to help the customers order. The food preparation worker must *listen* to the orders from the counter workers. You will repeat the same things and hear the same things many times.

Where You Can Find This Kind of Job:

fast-food restaurants

Salary Range:

minimum wage–$6.00/hr. (Most of these jobs are part time.)

Job Duties:

Counter Worker
(Other Titles: Cashier, Order taker)

Take orders from customers.

Give orders to cooks using a microphone.

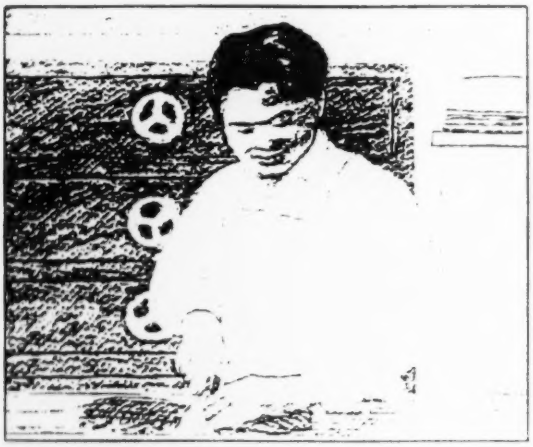
Get drinks and food for customers.

Add up customers' bills on cash register.

Collect money and make change.

BEST COPY AVAILABLE

Food Prep Person
(Other Titles: Cook's Helper, Kitchen Helper)



Prepare food for cooks.

Cut vegetables.

Clean kitchen.

Cook

Cook hot food such as hamburgers and french fries.

Operate food cooking equipment.

Kitchen Helper
(Other Titles: Pantry Worker, Sandwich Maker, Salad Maker, Food Prep Person)

Job Duties:

Prepare plates for food.

Make salads and sandwiches.

Wash, peel, and cut vegetables.

Skills You Need to Get the Job:

None, although some employers may require experience.

Skills You Can Sometimes Learn on the Job:

Prepare food.

Make salads and sandwiches.

Learn to be a cook.

English You Need:

You will need to *listen* to instructions from your supervisor (the cook). You will need to *ask questions* to make sure you understand. You will need to *read* orders from the waiters.

Where You Can Find This Kind of Job:

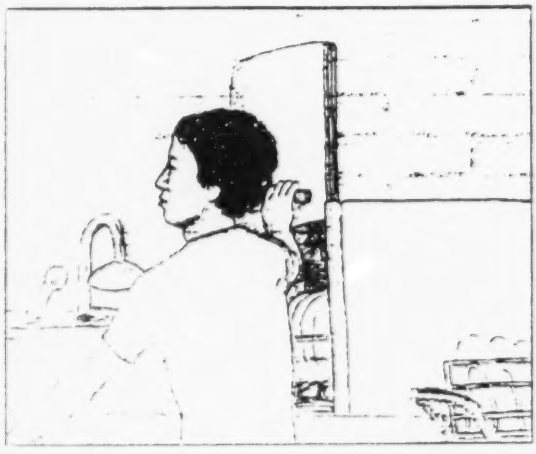
Restaurants, cafeterias, catering companies, airline food preparation departments

You can also find restaurants and cafeterias in large office buildings, hospitals, country clubs, and universities.

Salary Range:

minimum wage—$7.00/hr. (Many kitchen helpers begin at minimum wage. Salaries are higher for union jobs.)

Dishwasher



Job Duties:

Wash dishes (operate dishwashing machine).

Clear tables (in smaller restaurants).

Clean floors.

Clean kitchen.

Empty trash.

Skills You Need to Get the Job:

no special skills

Skills You Can Sometimes Learn on the Job:

Learn to be a busperson, cook's helper, or cook.

English You Need:

You will have to *understand* instructions when other people speak to you.

Where You Can Find This Kind of Job:

Restaurants, cafeterias, coffee shops, hotels, hospitals, schools, universities, baking companies, catering companies

Salary Range:

minimum wage–$6.00/hr.

Courtesy Clerk: Supermarket (Other Title: Bagger)

Special Information:

Most people who want to be checkers (cashiers) in large supermarkets have to work as courtesy clerks first.

Job Duties:

Assist checkers.

Put groceries in bags.

BEST COPY AVAILABLE

Assist customers (help them carry groceries).

Help customers find things in the store.

Do "odd jobs" in the market.

Skills You Need to Get the Job:

basic mathematics basic reading and writing

For some supermarkets, you have to take a test to find out if you have these skills and to find out if you can work quickly.

Skills You Can Sometimes Learn on the Job:

Use a cash register and scanning machine.

English You Need:

You will have to *talk* to other employees and customers. You will have to understand other people when they speak to you quickly and when there is a lot of noise. You will have to *read* the names of products and prices.

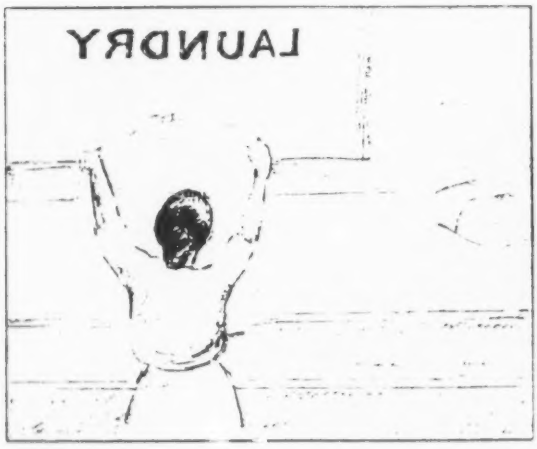
Where You Can Find This Kind of Job:

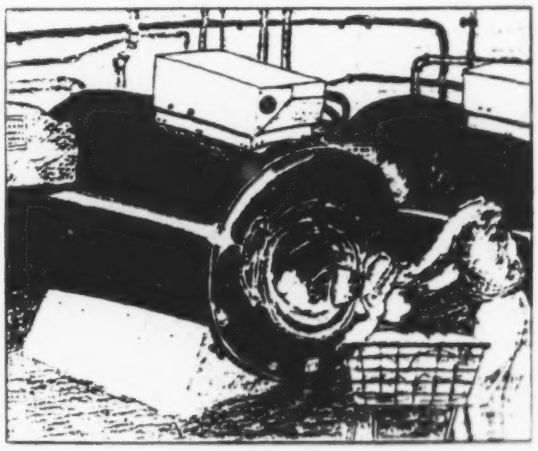
In most large supermarkets. Sometimes you can go to each store and ask the manager for an application. But many large supermarkets have one *personnel office* that hires people for all the stores in the area or city.

Salary Range:

minimum wage–$6.00/hr.

Laundry Worker





Job Duties:

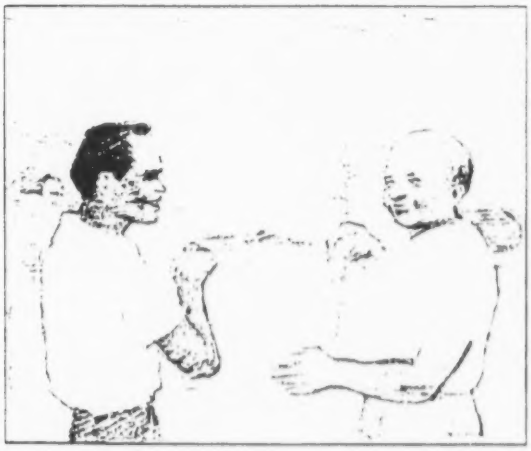
Sort laundry.

Operate large washing and drying machines.

Fold laundry.

Count laundry items and keep records.

Pack laundry for shipping.



Skills You Need to Get the Job:

You don't need any special skills, but you should be able to do basic mathematics.

Skills You Can Sometimes Learn on the Job:

Operate machinery (washing and drying machines).

English You Need:

You will have to *write* and *read* tags and lists.

Where You Can Find This Kind of Job:

Laundry service companies, laundry and dry cleaners, hotels, hospitals

Salary Range:

minimum wage–$7.00/hr.

The salary depends on your experience and whether or not you belong to a union. Hotels that hire union workers usually pay the most for this job.

Stock Clerk
(Other Titles: Stockperson, Inventory Control Clerk, Pricer)

Job Duties:

Put prices on merchandise.
Put merchandise on shelves.
Keep records of merchandise.
Keep stockroom neat and clean.
Check orders.

Skills You Need to Get the Job:

some reading
some writing
basic mathematics

Skills You Can Sometimes Learn on the Job:

Use supplies and pricing equipment.

Use inventory systems (keeping records of items).

English You Need:

You have to know how to *read* and *write* to find merchandise, fill out forms, and put things in the right places. You have to *understand* instructions from your supervisor and from other workers. Sometimes you have to learn *special vocabulary* for the products you are working with.

Where You Can Find This Kind of Job:

Markets, department stores, variety stores, pharmacies, clothing stores, discount stores, toy stores.

Note: Most stock clerk jobs are in large stores or large companies. In smaller stores, another worker does the job.

Salary Range:

minimum wage–$8.00/hr.

Housekeeper: Private Home
(Other Titles: Cleaning Person, Domestic)

Job Duties:

Clean homes: vacuum, dust, sweep, mop, make beds, clean and polish furniture, do laundry, clean bathrooms, iron, and cook.

Skills You Need to Get the Job:

You must be able to do the job duties listed above.

English You Need:

Some employers don't require any English. Others want to hire people who can speak some English. Understanding is more important than speaking because housekeepers usually listen to instructions and then work alone.

Where You Can Find This Kind of Job:

In private homes (look in the newspaper want ads, ask friends, sign up at the state employment agency, and community agencies)

In private agencies: These agencies find temporary and permanent jobs for you, but you must pay them to help you. Sometimes you have to pay to sign up. Other agencies take part of your total pay. For example, the company charges the employer $6.00/hr. and pays you $5.00/hr.

Salary Range:

minimum wage–$8.00/hr.

Electronics Assembler

Job Duties:

Most assemblers do *one* of the following:

put together electronic parts,

solder parts, or test parts.

Skills You Need to Get the Job:

You don't need any special skills, but you must be able to work with your hands and work with small things. You must be able to see colors well.

Skills You Can Sometimes Learn on the Job:

You will get experience doing one or more of the job duties listed above.

English You Need:

You need to understand instructions from your supervisor. For some jobs, you need to *read* and *write* enough to fill out forms.

Where You Can Find This Kind of Job:

Electronics companies, computer parts companies

Salary Range:

$5.00/hr.–$8.00/hr.

Cannery Worker

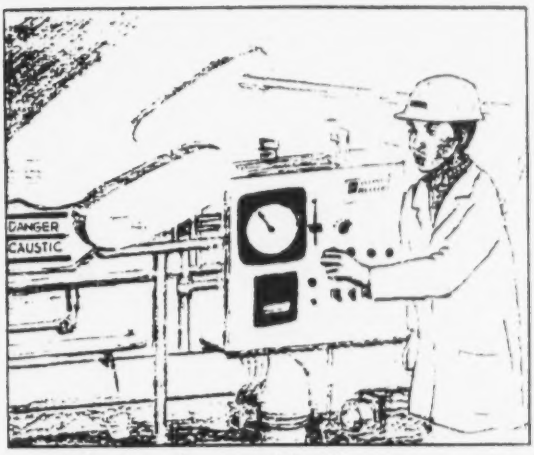
Special Information:

Cannery work is usually temporary, like farm work. There are a lot of jobs at some times of the year. At other times, there are no jobs. This is called *seasonal* work. The best time to find a job in a cannery is in the late summer and early fall.

Job Duties:

You will usually do *one* of the following:

Sort fruit or vegetables (pick out good and bad pieces; sort for size);



peel fruit and vegetables (operate machinery that does this work); and operate machines.

Skills You Need to Get the Job:

no special skills, but you must be able to work quickly.

Skills You Can Sometimes Learn on the Job:

Operate machinery.

English You Need:

You will need to *understand* instructions and *read* labels and safety signs.

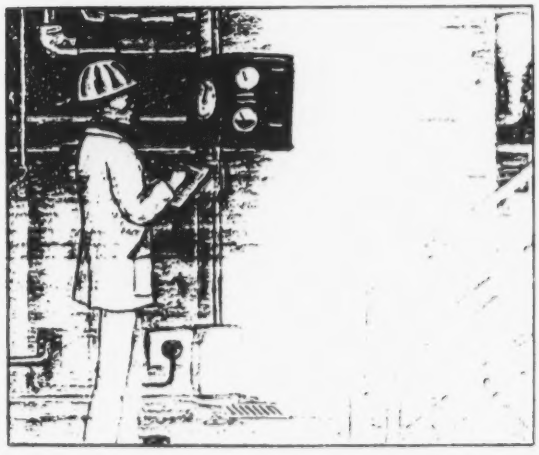
Where You Can Find This Kind of Job:

In canneries in areas where there is a lot of farming

Salary Range:

minimum wage–$7.00/hr.

Food Processing Plant Worker



Job Duties:

Operate machinery.

Pack food (put food in packages).

Inspect food (watch to make sure it is processed correctly).

Put labels on packages.

Skills You Need to Get the Job:

You don't need any special skills, but you must be able to work quickly.

Skills You Can Sometimes Learn on the Job:

Operate machinery.

English You Need:

You will have to *read* labels and safety signs and *understand* instructions from your supervisor.

Where You Can Find This Kind of Job:

In companies that process and package food: coffee, cereal, snacks (potato chips, etc.), lunch meat, frozen food, pasta, pet food, flour, rice, sugar

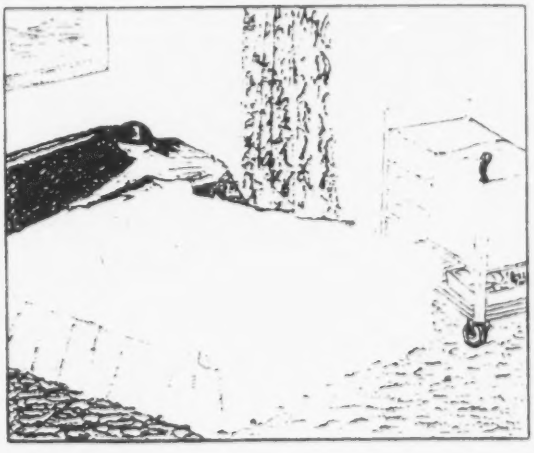
Salary Range:

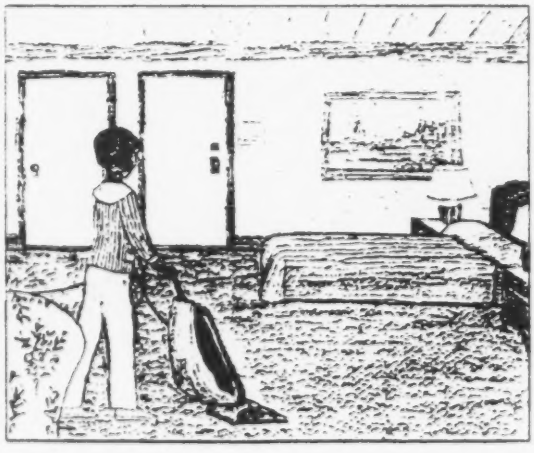
minimum wage–$6.00/hr.

Housekeeper: Hotel
(Other Titles: Room Cleaner, Maid)

Job Duties:

Clean rooms: make beds, clean bathrooms, vacuum floors, mop floors, empty trash, dust.





Skills You Need to Get the Job:

No special skills—you must be able to work fast and like to work alone.

Skills You Can Sometimes Learn on the Job:

How to use supplies and equipment.

English You Need:

You will have to *understand* instructions, *ask questions*, *read* labels, and answer guests' questions.

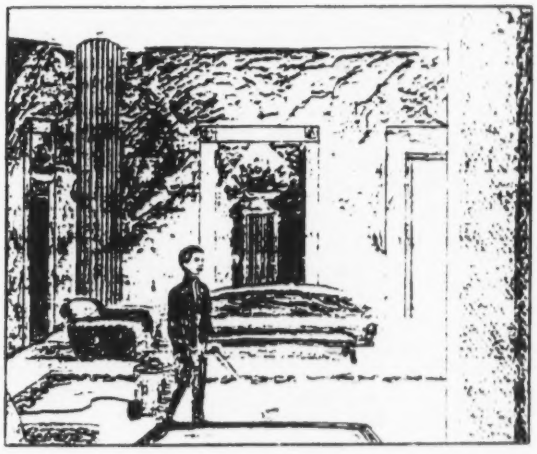
Where You Can Find This Kind of Job:

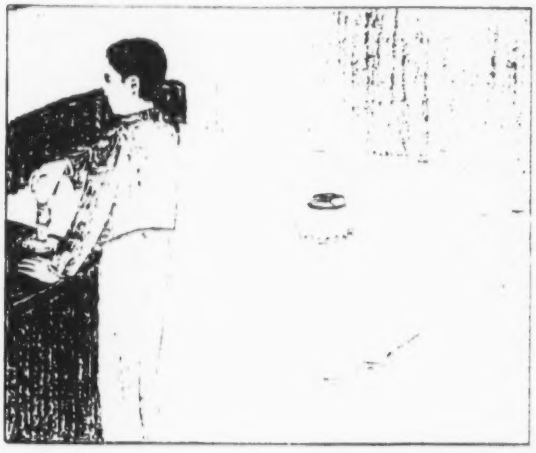
Hotels, motels, hospitals, bed and breakfast inns, convalescent homes

Salary Range:

minimum wage–$8.00/hr. (in some hotels, room cleaners also get tips)

Houseman: Hotel





Job Duties:

Each job has different duties. Each houseman does *some* of the following:

clean hallways and lobbies: vacuum, empty trash, clean ashtrays, clean furniture, dust, sweep, mop, wax floors;

collect laundry;

clean restrooms;

wash windows, walls;

help decorate for special events;

clean swimming pools and patios; and

make simple repairs (change light bulbs, fix sinks and bathtubs).

Skills You Need to Get the Job:

Some employers require experience and knowledge of supplies and equipment.

Skills You Can Sometimes Learn on the Job:

Use equipment such as buffer and large vacuum cleaners.

Make simple repairs.

English You Need:

You need to *understand* instructions (spoken and written) and *read* labels. Sometimes guests will ask you questions.

Where You Can Find This kind of Job:

Hotels, motels, bed and breakfast inns, convalescent homes, hospitals, property management companies

Salary Range:

minimum wage–$8.00/hr. (union)

Busperson
(Other Title: Dining Room Attendant)

Job Duties:

Set tables.
Clear tables.
Assist waiters.
Serve drinks (water and coffee).
Prepare coffee.

BEST COPY AVAILABLE

Skills You Need to Get the Job:

Some employers require experience.

Skills You Can Sometimes Learn on the Job:

The job duties listed above.

English You Need:

For some jobs, you only need to *understand* instructions. For other jobs, you may have to *speak* with customers if you serve coffee, tea, water, or desserts.

Where You Can Find This Kind of Job:

Restaurants and coffee shops. Some restaurants and coffee shops are located in hotels, department stores, country clubs, airports, and shopping centers.

Salary Range:

minimum wage–$6.00/hr. (union) plus tips

Jewelry Assembler
(Other Titles: Bench Worker, Jewelry Maker)

Job Duties:

Put stones in jewelry.

Polish jewelry.

Repair jewelry.

Solder jewelry.

Skills You Need to Get the Job:

You don't need experience for beginning jobs, but you must be able to work well with your hands. You must be able to see well.

Skills You Can Sometimes Learn on the Job:

Use equipment such as a polishing wheel, make molds and dies, use hand tools. You may become an apprentice jeweler.

English You Need:

You need to *understand* instructions and *ask* questions.

Salary Range:

minimum wage–$7.00/hr.

Cafeteria Worker

Job Duties:

Prepare food. Serve food.

Clean. Collect money from customers.

Skills You Need to Get the Job:

no special skills needed

Skills You Can Sometimes Learn on the Job:

Use cash register. Prepare food.
Cook.

English You Need:

You will need to *understand* customers' orders and follow instructions.
You will need to *speak* to customers to take their orders.

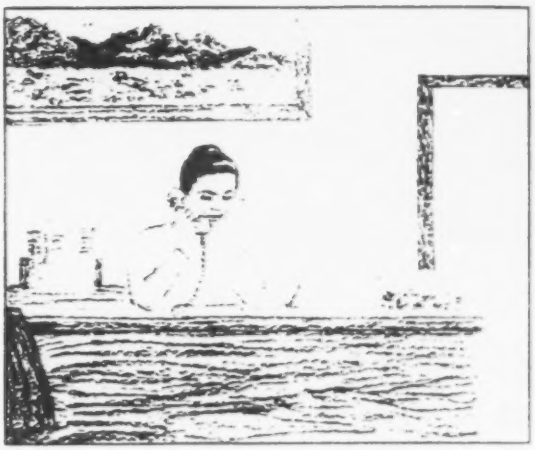
Where You Can Find This Kind of Job:

Cafeterias (in schools, hospitals, office buildings, and shopping centers).
Some restaurants are cafeterias.

Salary Range:

minimum wage–$5.00/hr.

Office Clerk
(Other Titles: File Clerk, Records Clerk, Clerical Worker, Clerk Typist, Mail Clerk)



Job Duties:

(An office clerk may do *some* of these things. Each job is different.)

File.
Answer phones.
Operate machines.
Open mail.
Type.
Do bookkeeping.
Prepare mail.

Skills You Need to Get the Job:

You usually need *at least one* of these skills:

typing
bookkeeping
use 10-key calculator

Skills You Can Sometimes Learn on the Job:

Use office machines. Word processing.

Secretarial skills. Filing.

Bookkeeping and accounting.

English You Need:

You will need to *speak* to people on the phone and in person. You will have to *listen* to instructions, read instructions, notes and letters, *write* notes and *spell* English if you are a typist or file clerk.

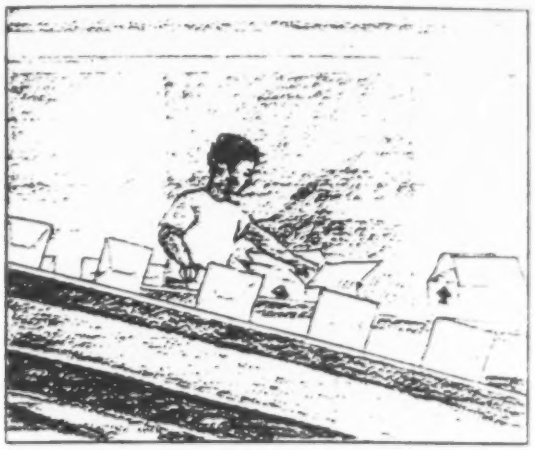
Where You Can Find This Kind of Job:

Banks, large companies, large factories, schools and universities, insurance companies, law offices, hospitals, large department stores, city, state, and federal government

Salary Range:

$5.00–$8.00/hr.

Packer
(Other Titles: Packing Operative, Line Worker)



Special Information:

You may be promoted to supervisor or inspector, or learn other production jobs.

Job Duties:

Put things in boxes or wrap them. Keep records of what is put in boxes or wrapped; mark boxes or packages.

Skills You Need to Get the Job:

No special skills

Skills You Can Sometimes Learn on the Job:

Use packing machinery. Keep records.

English You Need:

You need to understand instructions and ask questions. You need to read and write a little to mark packages and keep records.

Where You Can Find This Kind of Job:

Factories for candy, clothing, and gifts; food processing companies; warehouses; distributors

Salary Range:

minimum wage–$5.00/hr.